

# CAMPING

MAGAZINE



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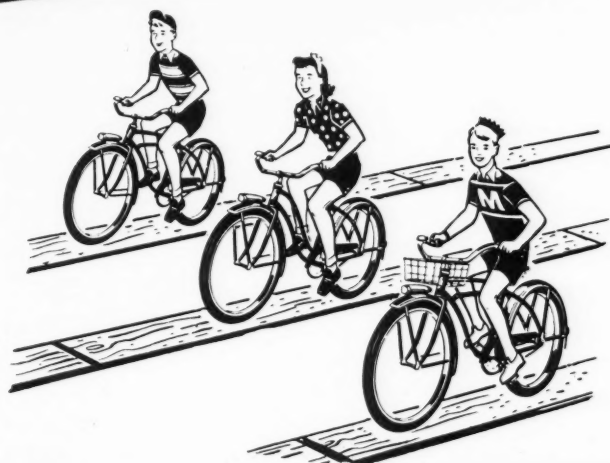
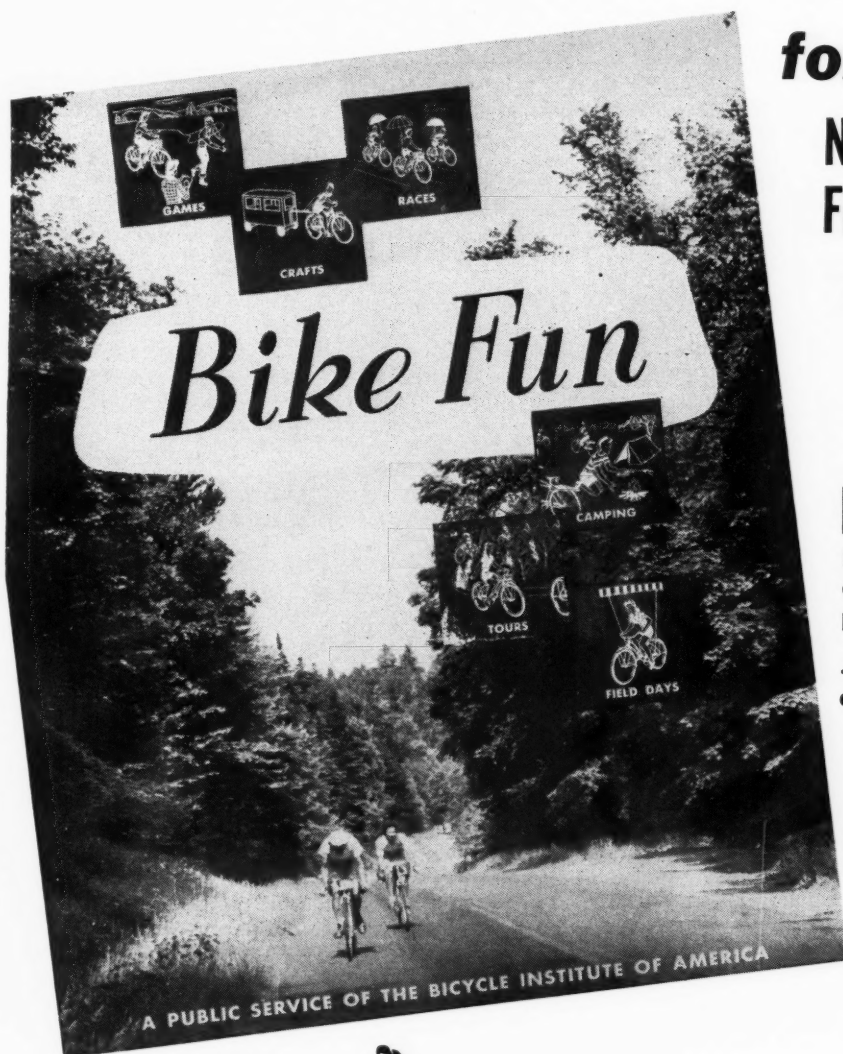
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## LETTERS FROM READERS

### Sociograms

I was extremely interested in the article on sociograms in the January issue. Five years ago I had opportunity to use this technique in a camp I directed. Since our camping periods were short, lasting only 12 days, we used the sociograms slightly differently than in the manner suggested in the article, although the goals and end results were the same.

We depended entirely on the counselors, through observation, to determine the leaders, the isolates, and the other types of groupings. It proved to be a very useful device for getting to know each camper on an individual basis in relation to the rest of his camping group.

As suggested in the article, findings of the sociograms were used to implement and supplement whatever other types of information we had on various campers.

*Jerome Kaplan*  
 Group Work Consultant  
 Minneapolis, Minn.

Enclosed is fifty cents for a copy of the January, 1953, issue of **CAMPING MAGAZINE**. In this issue is a very good article on applied sociometry in the camping situation. I would like to have this issue for my permanent files. I have been in camping for seven years and have a great interest in sociometry.

*Donald Lee Gouwens*  
 Greencastle, Indiana

### Camper's Eye View

I was particularly interested in the article "A Camper's Eye View of Camp Values" in the February **CAMPING MAGAZINE**. I would like very much to know the name of the person who submitted the article.

*Barbara Goldman*  
 Chicago, Ill.

*Sorry, Barbara, the director who sent*

*in this item prefers to remain anonymous, since the aim of submitting the material was to emphasize the values in all good camps, not to publicize any one. However, if you would care to address a letter to this camp director and mail it to me, I will be glad to see that it is forwarded.—Ed.*

### Parent Education

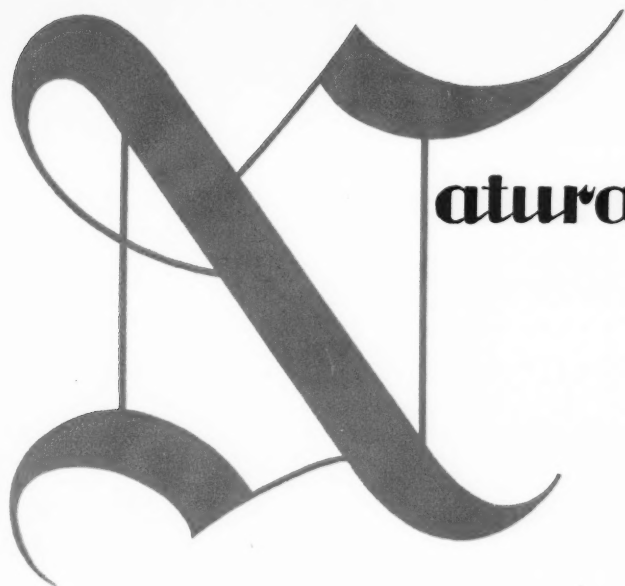
One of the most important steps taken by the directors of Camp Tamakwa recently, was the act of providing each of our campers families with a year's subscription to the **CAMPING MAGAZINE**.

We felt that there was no better way to bring camping in all of its intricate and detailed aspects to their attention. Having always known that an enlightened clientele is a sympathetic and cooperative one, we have been trying to get the story of camping to them by means of monthly newsletters — reunions — visits to their homes and by inviting them to camp at their convenience. We have a Parent-Counselor Association in operation and now with the **CAMPING MAGAZINE** coming into their homes eight times a year — we feel we are beginning to do the kind of job which a camp should do with its campers, parents and staff.

We want to thank you for making this plan possible. It is also our fervent wish that all camps will some day do the same as a further service to its clients — not only to parents, but also to committees, board members, counselors, etc. The 128 subscriptions we took out for this year will be repeated next year in even greater numbers, judging from the good response of those who have received the December and January issues. There is no question of the success of this step forward in our continuous search for improving the relations between the camp and the family.

We feel that you should make your





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# LETTERS FROM READERS . . .

plan of magazine subscriptions to camper families, available to all camp members — so that they might also take this big step forward in camping education.

Lou H. Handler  
Senior Director, Camp  
Tamaqua  
Detroit, Mich.

Many thanks to Director Handler for this letter describing parental interest in receiving *Camping Magazine* regularly. A similar plan will be made

available to any director who wishes to use it. Twenty five or more subscriptions for camp parents, ordered at one time, cost \$2.50 per year each, do not include the *Annual Reference issue*.

—Ed.

## Advertising Boost

I am enclosing copies of two letters to manufacturers of products that I found to be fine camp products. I thought you might want to have your representatives follow up.

My ACA membership renewal has

been in for some time. I trust that I will not miss any copies of the magazine while the processing takes place.

Edgar A. Irvine  
Ceta Canyon Methodist Camp

Thank you for writing potential advertisers. Advertising helps camp directors to find good products and *Camping Magazine* to bring more service to its readers.

Membership renewals do take time and we suggest early action to assure getting all copies of the magazine.—Ed.

## Quality of Leadership

I am greatly in agreement with the ideals put forth by Mr. MacPeck in his article, "The Kind of Counselor I Want for My Son," in the February issue.

Although I have not been in professional camping many years, I feel it is important to pick the right people to make up the staffs of our camps. We can never expect too much!

We, in camping, should be constantly aware of the duty and privilege that is ours, to mold the lives of the young people which come under our leadership.

Donald M. Dow  
Director, Camp Lutherwald

## Back Issues Still Welcome

I am sending you the following back issues of *CAMPING* and *Camp News*: *CAMPING* — May, June, 1926 and September, 1927; *Camp News*, March, May, and August, 1927.

I trust that these back issues will help you fill your files on earlier copies of these publications.

Jacob Mirviss  
Jewish Community Center of  
Milwaukee

We are still endeavoring to complete our files on back issues of *Camping Magazine* and appreciate all the fine help readers have given us.—Ed.

## Likes Reprints

This will acknowledge receipt of the 2,000 reprints of the article, "Fat and Skinny Campers." We are delighted with the fine quality of the offset and we do appreciate your cooperation.

Jean Mooney  
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*Camping Magazine* is glad to supply offset reprints of recent articles at a nominal cost.—Ed.

*Camping Magazine*, April, 1953

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The contents of Camping Magazine are indexed in The Education Index.

**CHANGE OF ADDRESS:** The post office does not forward magazines, and neither ACA nor the publishers stock any large quantity of back issues. To assure continuous service, please send both old and new addresses 60 days before moving. ACA members write ACA, 343 S. Dearborn St., Chicago 4. Non-member subscribers write Camping Magazine, 705 Park Ave., Plainfield, N. J.

# CAMPING

Magazine

April 1953

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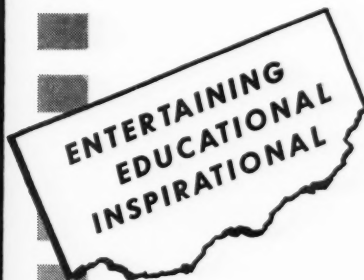
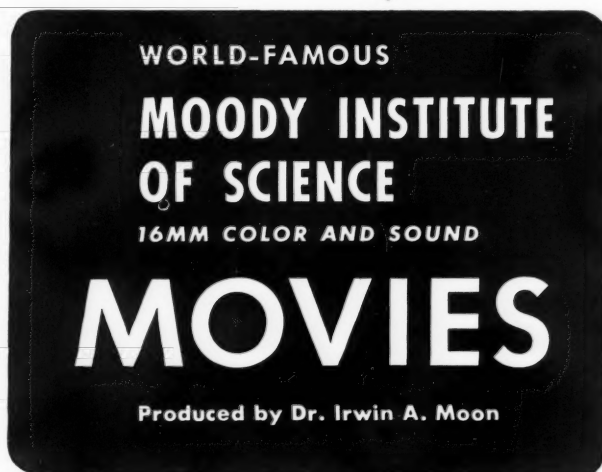
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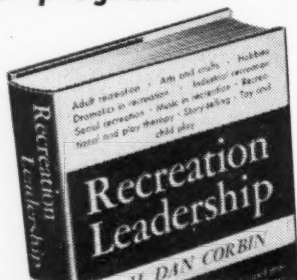
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PRENTICE - HALL

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## Here's How —

AN OCCASIONAL COLUMN OF COMMENT BY THE EDITOR

THERE'S a story behind the article on pages 27-32 of this issue. Its title "The Wonderland of Books" of course suggests the article's content. Maybe it's because we ourselves deal in words, maybe because we know from experience the satisfaction that can come from possession and reading of really worthwhile books, maybe because we are distressed to think of the thousands of today's children who are growing up with only shoddy substitutes for good literature and art — at any rate we sincerely hope that camp directors will assume as another of their responsibilities (and privileges) the introducing of children to the veritable wonderland of good books.

We first met Lee and "Sparkie" Walp, authors of the article, in 1951 when the Galloway's were staff members of the same camp with which the Walps have been associated for many years. We learned then, too, that in addition to the Walp's summertime work in camping and wintertime activities in education and youth work, they enjoy as a hobby the collection and family reading of worthwhile children's books. So we asked them if they would try to find time to put together for the readers of CAMPING MAGAZINE a compilation of the books for young people which they like best, and which they think might well be obtained by directors for their camp libraries.

The Walp's said "Yes," and the result appears in this issue. We hope you will share our enthusiasm for it, that you will be impelled to separate the wheat from the chaff (if any) in your own camp book collection, and that you will plan to add to the "wheat" at the earliest opportunity.

WILL YOU pardon us if for just a moment we thump our editorial chest with pride? We're going to have new neighbors soon, and are we pleased! As you may have noted, the Boy Scouts are going to move their National Headquarters out of the long-famous "2 Park Avenue" address in

New York City and establish them in North Brunswick Township, New Jersey. Since this is only a dozen or so miles from our baliwick, we're mighty glad to join in welcoming the new neighbors.

The Scouts move, of course, follows the trend set by many organizations in getting away from the big cities with their high costs, extra pressures, space limitations, and so on. It has been a boon to us on CAMPING MAGAZINE; we are sure it will also be a help to the Scouts.

We hope, too, that some of the many fine camping people associated with Scout headquarters may choose to settle in our lovely town, and become neighbors in a personal as well as business sense.

WE DID a little rapid counting the other afternoon and came up with a couple of startling statistics. We used to wonder, now and then, what it is which keeps the five-person CAMPING MAGAZINE staff so up-to-its-ears busy all the time. Now we know.

This issue of your magazine contains a total of just about 55,000 (yes, fifty-five thousand) words. Practically every article in the magazine is read a minimum of six times before it appears in print. In between it has to be edited, maybe retyped, set in type by the printer, arranged pleasingly on the page, give a final checking over and printed. Then the finished magazines have to be labelled with your name and address, and sent on their way via Uncle Sam's postoffice.

Seems like a lot of work, doesn't it? But we don't know of any shortcuts which will result in the fine quality of publication we think camping people deserve, and which we are striving to produce for you.

*Howard Galloway*

Camping Magazine, April, 1953



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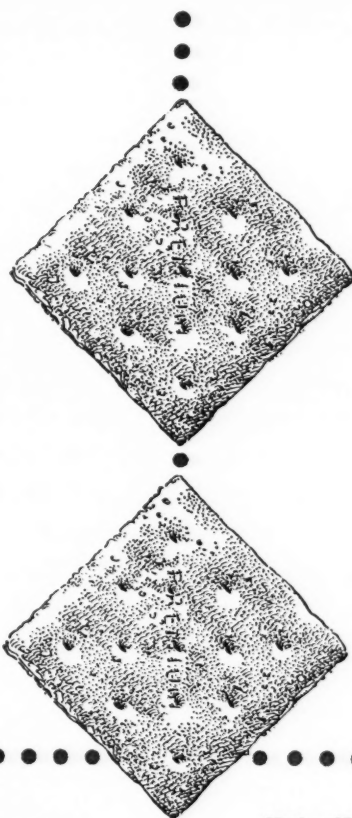


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**OUR AUTHORS**



MARY MEIXNER, (*above*), author of the challenging article on the place of art in camp programs, has had wide experience teaching art both in schools and camps. She taught art at Milwaukee-Downer College and Eastern Kentucky State College and spent a summer at an experimental camp for psychiatric problems in addition to several summers in both agency and private camps. At present she is doing independent creative work.

WILLA S. VICKERS, (*below*), who wrote this month's article on "Conversation Makes Program", is executive director of the Girl Scouts in Riverside, California. Part of her work with the council consists of coordinating program for the entire council and advisory work on the senior girl program. She served as president of Region XII-South of the Girl Scouts and is a past-president of the San Joaquin Valley ACA Section.



## in this issue

ESTHER SPARGO WALP and RUSSELL LEE WALP, collaborated on the compilation of children's books which begins on page 27. Lee and Sparkie also work together as associate directors of Sea Pines Camp, East Brewster, Mass. Lee is associate professor of biology at Marietta College, Ohio during the winters and Sparkie serves as program chairman of the Girl Scouts plus caring for their two children. The Walps have been interested in children's books for over 12 years, collecting original illustrations and lecturing.

WILLIAM B. HALL, (below), who describes the conservation work that can be done by camps, is a graduate student in conservation at the University of Michigan. A member of the National Assn. of Biology Teachers, he hopes to go back to teaching plus freelance writing on conservation when he graduates. Mr. Hall served in the army for five years and has had a good deal of camping experience.



Other authors contributing to this issue include: RUTH ISSERMAN, who is owner and director of Camp Chickagami in Winter, Wisc. OWEN COMORA is a senior at Syracuse University, majoring in public relations. Ornithology has been his hobby for over 9 years and he has combined it with camp counseling. HELEN MATTESON has served as assistant director of Aloha Camp for the past 20 years. She also teaches English at a private school in Cambridge, Mass.

Camping Magazine, April, 1953

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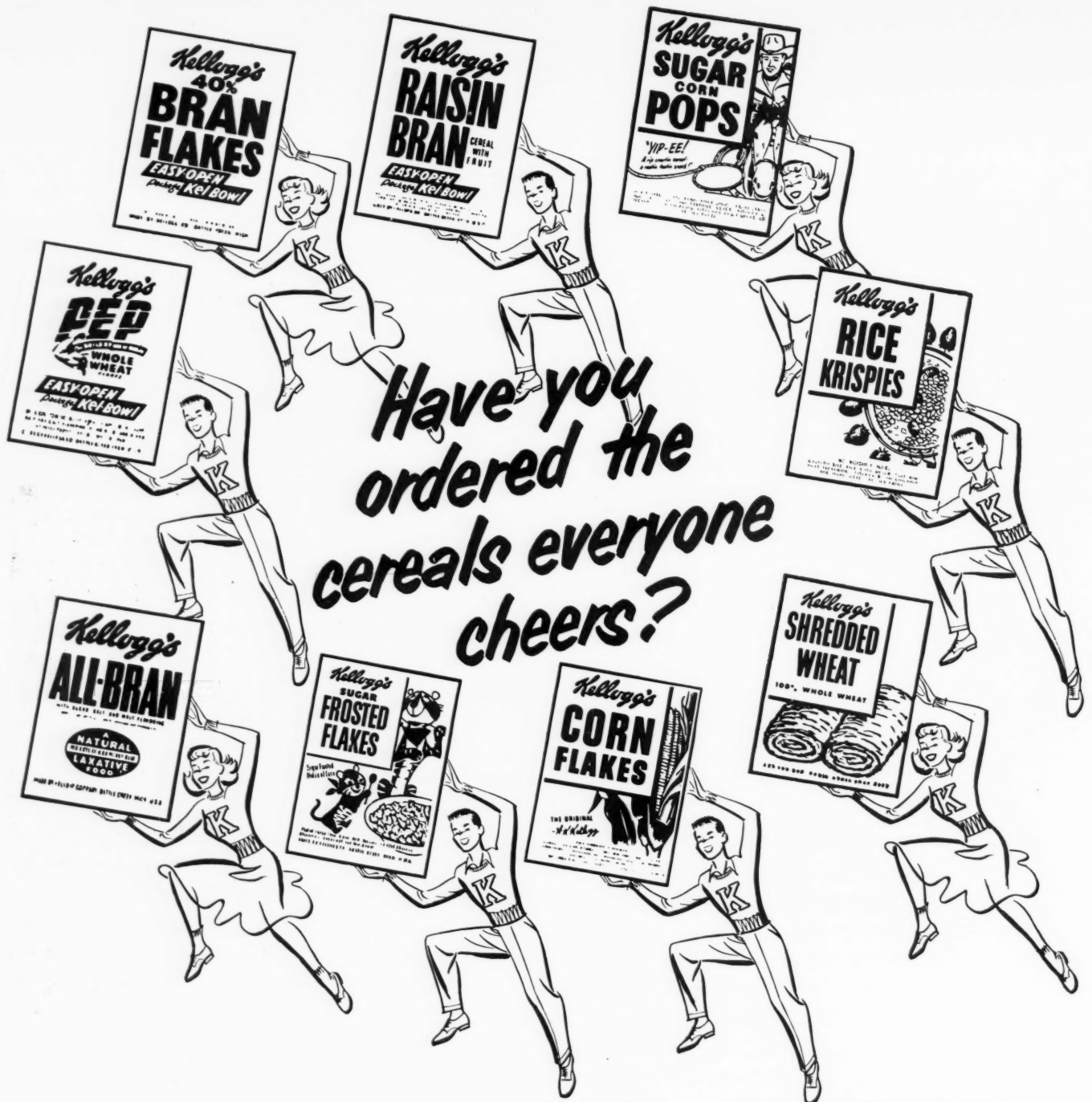
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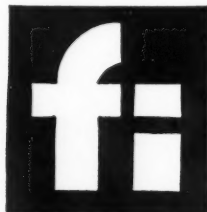
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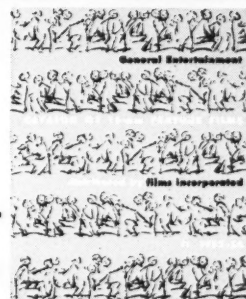
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Clearwater Camp—Benson Photos

BY MARY MEIXNER

WE TEACH VALUES with things that have value. Somehow, in too many modern camps, arts and crafts have come to occupy a building in which a misunderstood concept that art is "doing projects" prevails. Sometimes in programming, "periods" and "classes" are measured and filled. Sometimes it is also in the plans that on rain-filled days the craft shop shall be heavily taxed with busy-ness. Too often the products of this necessarily static art activity are merely pre-fabricated forms decorated with designs remote to the experiences of camp life.

At a time in modern life when we see the creative person shrinking, the new craft shop can take its integral place; it can teach art values with experiences that have art value.

In what better schoolroom than the camp can a child add so abundantly to his general fund of knowledge of natural forms? The ways of growth lie all about him — plant, water, insect, tree, and the moods of cloud and storm. The woods of the artist are not born trail-blazed or perfect in plan any more than they are for the woodsman. But inside apparent chaos, the searching eye may find richly placed designs and patterns. The wet and moldy leaf has rotted into an intricate, lacy design; under the brackish darkness lives the waxy whiteness of the Indian Pipe; in stones washed under water appear many muted harmonies of color.

Any camp program which includes arts and crafts must fail if it does not hold fast to the great truth that the experience of environment for the camper is growth only if it is creatively used. And for this reason alone, the



# Art in the Camp Environment

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camp wishing to give meaning to the arts must forego incomplete skill-experiences in favor of guided self-development of its campers.

Copying a pattern whether it is for wood, leather, metal or cloth, has no place in an era of free taste. Today's opportunity is one of open-mindedness and naturalness. Housing and interior design daily grow more attuned to the colors and patterns and textures of nature. The modern way of life is openness and free movement from indoor to outdoor settings. With this as our current preference, camp—whose testament is the earth—stands as a significant force in the lives of young people, to open their eyes to natural materials. Campcraft already has this honesty for useful purposes and its results move far ahead of the work of many a craft shop. Perhaps we should rename the craft shop the "art center" as civic communities are doing, for its key purpose should be to widen the range of what two eyes can learn in the world. This is a life achievement more lasting than merely making "things" to take home, which are often unrelated in thought to the meaning of camp.

The plea is for more real art experiences, not to accent art quality, for this will follow if the inspiration is sincere, but to broaden the background of the camper. Sketching and painting develop accuracy of eye, skill of hand, and visual memory—the ability to retain one's observations. These are valuable forces in general living.

Trail sketching is one of such experiences. The camper who carries a sketchbook in his duffle can draw a turtle on a stump, or sit on a sunny swamp bridge to record

lilies and blowing grasses, or pick a broad leaf to turn and see the burst of red beneath, then draw it, perhaps later to burn the design into wood or tool it into leather. His art experience is complete.

Artistic activity is essentially personal. Clay modelling should give the almost forgotten enjoyment of dreaming a while before working—time to get in the mood, to ponder. For this reason the teaching of "classes" in camp, neat solution as it may be for programming, does not catch a child at the moment of release of good energies for art.

A child who has a circle to fill, and who goes out alone to look up, up high into the pines, will come back not only from a moment with the trees, but also to draw a radiating sheaf of branch and green that fills her circle as no adult's help could motivate her. The water insect on the screen holds a long pose for all who wish to almost trace his wing pattern. The frog on the lily pad fits a tile design with ease, and swallows nesting in the canoe-house rafters become paper stencils for children's silk screens. Sailboat, sun and cloud knit together into a strong, compact statement of forceful design for a linoleum block.

Any camp which provides a house for art must also have a philosophy of art. The solitary, absorbing crafts should be balanced by art socially shared. The mother force of drama which brings together all the arts, can sometimes be arrived at from forms begun in the shop.

No pre-planned play was in the minds of the marionette makers when they started carving chunks of balsa wood



*Clearwater campers working on marionettes and block printing. Inspiration for the marionettes and the play is drawn from camp life. Designs for block printing are found in nature and camp surroundings.*

in faces, and one began to look like Jane. Then it was easy to visualize her as a tripper dressed in bluejeans, trip shirt, hat and leather-scrap shoes. Chippie, the magic chipmunk, whose kin live widely around cabins, evolved as the only vocal chipmunk in the forest.

Soon Jane's real cousin made a boy marionette who came from the nearby boy's camp, and a city girl visitor was dressed in skirts. Flame came into life because someone made long red, roving hair to suggest fire, and she was the spirit who is not harmful if campers are careful. Through the interest of the cabin counselor, who followed up the work of her girls, providing time for writing, practice, and staging, did "Lost in the Woods" come into being. It was produced with improvised tables and screens for the woodland and flashlights for lighting. The inevitable distortions of tangled strings made the performance painful to some players and mirthful to the audience.

The oldest girls develop within their unit an annual camp banquet. The camp director first inspires a small steering committee to think together creatively, capturing ideas, mulling over the summer to distil the essence of their memories. In recent years such themes emerged as "Rippling Waters," "Camp by Night," "The Glories of the Sky by Day and Night," "Summer Showers," "Trip Sparks," "Harmonies of Mind and Nature" and this year "Wind, Woods, and Waters."

The more tangible work then fans out into the units, where groups work apart until their efforts come closer and closer together as the banquet night approaches. The mural painters work on sign rolls with powdered temperas, and from mutual talk and sketching create one mural of the woodland creatures they saw during the season, another of the gray windblown days of camp, another of the cozy small-fire time when the tents are pitched and campers sit in memorable intimacy on a "three-day." These hang from the walls under a ceiling transformed by another crew who deck the hall with greens. On the tables is the work of the "sprayers" who gather boxloads of bracken, fern, grasses and spray around them with dark green paint on brown wrapping paper to bring out their shadows. Others model in clay all manner of toad-



stools and mushrooms to glaze and fire for individual favors to be placed on circles of moss. Another group searches the woods for windfalls of birch to make stumps for nut-cups each with a cattail name stalk.

Still another crew finds live toadstools, mushrooms, wintergreen, lichens, and mosses, to arrange earth-hummock centerpieces. One young artist cuts the block for the banquet book cover, walking out to the pine trail more than once to improve on her first sketches of a deer in the wood.

Any unified purpose in the camp community is not reached alone. All find in it the thrill of losing oneself in the work of many, some hint at the pace of nature as the work grows inventively, then the final burst of accomplishment. Behind the endeavor is the guiding and steadying hand of the unit head, who knows her girls and the values of the chosen experience for each one.

If the camp environment is not used for creative growth in the arts and crafts program, no "round" experience is possible. Expert skill in making objects is a narrow view for crafts. Time for dreaming, time for the solitary child as well as the group-participating, time to feel the continuity of nature, these should be the goal of creative growth in camp.

THE ABILITY of the camp director to turn criticism or disappointment into constructive ideas may well make the difference between mediocre program, half-heartedly accepted by camper and staff alike, and an exciting, adventurous camp life that is tackled with zest by everyone.

As directors, we need to be increasingly cognizant that development of camping experiences with appeal to the camper cannot be dependent on the thinking that comes from sitting at a desk and relying on our own experiences and observations. Everyone who

every effort into presenting, in an attractive manner, the program plan that had been proposed for this age group. Still no response. Then she said, changing her approach, "I don't believe any of you are happy about the ideas I've been giving you, but I do think you would like to go to camp with us if the program is of interest to you. Why are the ideas I have been telling you about lacking in appeal? What do you want, instead?" Dead silence, then one girl offered, "I'd go if you had tennis."

Now this particular camp features

wild flowers, scenic sketches were copied onto the blocks. The stamping onto the material was accomplished by the designer standing on the blocks, since no presses were available. The next request was to wear the skirts to dinner. The leader and director complied. Younger campers were duly impressed, plying the unit with questions as to what kinds of leaves, flowers, etc. they had used. The girls were embarrassed when they could not answer. Before the camp session was over the nature counselor was in constant demand by the older group.

## Conversation Creates Good Program

BY WILLA VICKERS

has any contact with camping or the new person who is looking forward to attending camp for the first season is a veritable source of ideas.

We need to be constantly on the alert; to appreciate the capacity of others for developing new and improved methods; to keep our eyes, and ears open throughout the entire year if we are to maintain a continuous program interesting to the camper who attends the camp season upon season.

Where do we normally look for such contacts? Conversations may be considered as one of the important areas. We need to develop our ability to pick up negative comments and lead into discussion that gives the person opportunity to expand his or her thinking. Skill in handling not only that type of conversation but in breaching the gap between program activities that cannot reach fulfillment and making the substitute more exciting than the original plan is vital to good directorship.

We need not be told that successful program is that in which all participants have a share in the planning. We do need to examine our own capacity for true leadership through our willingness to coordinate such ideas with the philosophy of the camp we direct. We must evaluate our capacity for sincere belief in the capabilities of others.

Promoting camp, before a group of teen-age campers, this past year, one director was faced with obviously lukewarm interest or that which ranged to boredom at her words. She put

use of native resources and primitive activities, with the more formal sports contrary to camp program philosophy. The director explained why tennis was omitted and then offered, "You look like a group that has real leadership ability and lots of ingenuity. I'd like to see you come to camp and concentrate on seeing what kinds of sports you could create using native materials instead of importing the usual bats, balls, rackets and tennis nets."

The idea caught on like wildfire. Almost immediately the room was buzzing with possibilities that could be worked out — wild vines could be used to make usable nets. Were there oaks at camp? The oak balls and wild fowl feathers could surely turn into passable badminton equipment. If they developed such ideas could they have the opportunity to teach their new games to other campers? Yes, they could. End result—the girls came to camp and created a completely new area of program for the entire camp.

In another camp the older unit made it very clear to their leader that they would have no part of the nature program which was to them something for the younger campers. "You're right," agreed the unit leader. "What would you rather do?" Make skirts was the answer. Unbleached muslin, needles and thread were ordered by the group through the camp. "Now," queried the unit leader, "What about decorating them?"

Supplies for linoleum block printing were in the arts and crafts tent, but no patterns for designs. Ferns, leaves,

Weather was a new program interest planned by the director in a third camp, based on previous personal experience elsewhere. Each day the camp would receive, via mail, the official government weather report, which would be read during the meal immediately following receipt, and used to guide the total camp in planning activities. The staff was enthusiastic as were the campers who heard about it before camp opened. Alas, there proved to be no weather station close enough to send in such a report. The let-down was terrific. "I don't see why we have to give up," commented one of the program aides, "Maybe we could build our own weather station."

The help of the camp committee was enlisted to see what could be done about buying or borrowing equipment. Weather books came from the library. The government cloud chart that could be secured through the Superintendent of Documents at five cents per copy was ordered for each unit. Several parents and one of the forest rangers helped show the group how to use the equipment that had been secured. The handyman contributed carpentry instruction to build the station.

Within a week the group had completed the project and each day one unit was responsible for manning the station and reporting the temperature, humidity, dew point, and other weather readings at breakfast. They gave information of value to the pack-trip and hike groups on what the weather would be for the day. Everyone in



camp became cloud conscious, weather wise, and began to familiarize themselves with wind changes. The day rain was predicted a few drops actually fell—the weather bureau really came into its own! The climax of the story was the impression made on the parents when the girls arrived home. The camp drew campers from many families whose source of livelihood was citrus orchards or farming. Parents told their friends of the valuable opportunities offered by the camp and sent more of their youngsters the following year.

Situated in a geographic area where the camp is encircled by deep, wooded ravines and mountains that beckon for campers to explore trails, bounded by a sizeable mountain stream, the appeal to adventure through hikes and trips was high in another camp. One leader, who was unable to go with her assigned group on such ventures; and who felt the responsibility for their welfare when they were out on the trail, remarked, "I wish I had some way of knowing where they are and how they are getting along." "For instance?" asked the director. "Oh, signals, or something like that." The problem became a part of the staff meeting agenda for the evening. One of the counselors suggested a blinker system such as used in the armed services. Another offered to secure details on such equipment. Shortly the camp committee chairman arrived in camp with two types of signals—battery blinkers that could be seen at night and mirrors for daytime use.

The district ranger of the Forest Service was consulted. The project appealed to him, too, as a good educative device in teaching future woodsmen how to make contact, if lost in the woods. He arranged that units on trail might use the signal equipment at agreed upon hours established by the forest service and the camp director. The lookout deputies were notified when the campers were to use the signal equipment in order to avoid sending out emergency help for apparently lost hikers and campers. The entire camp shared the program. Younger, inexperienced campers who had not qualified to take these trips, set up an observation post on the camp site and reported the location of the hikers or outpost campers.

The second year blinkers were an old story. "They'd be more fun if we could signal messages." "You know, what would be fun would be to signal

back to camp when we get located and have someone bring our mail over to us by the car road." Morse code was the answer. Mail time often meant an extra trip for the business manager, but paid dividends in the enthusiasm of campers. Soon the blinkers were put to a third use. With campfires from other camp groups occasionally glowing through the trees, some fire-conscious campers had difficulty getting to sleep, in spite of the reassurance of their staff. When such cases were reported that unit manned the blinker observation post. The director or some other available staff member drove as near as possible to the campfire that had been sighted and signalled back to camp with the blinkers. Campers relaxed and tumbled peacefully into their sleeping bags.

Conversation on paper, we might call the valuations used to secure camper opinion at the close of each session. Let's put them to use to the advantage of our camping program. We can follow the pattern set by the camp director who lists comments that show the greatest possibilities for program and then gives these lists to staff during pre-camp training to challenge their resourcefulness in translating words into action. The list this director has ready for the coming season may have ideas for other camps. How would you expand them to make them exciting parts of camp life?

1. I wish we could follow streams.
2. I wish that experienced riders

could go on an over-night horseback ride.

3. I hope next year we can go exploring and have adventures.

4. I wish we had more time to write letters.

5. I wish we could take our cameras when we go on hikes.

6. I like seeing different animals.

7. I don't like the way they sing songs because I would like it if they could sit on that big log and sing.

8. I want moonlight horseback or hayrides.

9. I want to whittle during rest hour.

10. I would like my own clothesline instead of a main one that everyone could use.

11. I do not like to write evaluations.

12. We didn't get to go fishing or make fishing poles.

13. I would like it more if we could take short hikes to more interesting places like — Indian notes on rocks and queer things like queer trees.

14. Why don't we have the trail to Rustic Pines improved?

15. I think it would be a good idea to write the camp rules and their reasons or explanation down and put it on the Bulletin Board for the campers to read.

16. I would like to do a lot of charcoal drawing and find my own charcoal.

The conversation chain to good camping is endless — an ever-widening pool of new and exciting program activities — if we make it so.

Camp Alverno



Camping Magazine, April, 1953

# The Wonderland of



*Esther Lee, Sparkie, Lee, and Mary Walp*

## B O O K S

BY ESTHER SPARGO WALP and  
RUSSELL LEE WALP,  
*Associate Directors of Sea Pines Camp*

**S**ELDOM DOES ONE have an opportunity to combine a profession of 33 year's standing with a hobby of 12 years' duration. We have been a part of the organized camping movement for more than three decades, and since 1940 we have pursued the study of children's literature with as much eagerness and devotion as our college, camp, household and community duties permit.

To our delight the trend in camping, from a highly regimented scheduling

to a more sanely balanced program of activity and rest, makes possible the inclusion of more individual and group reading. The introduction of a quiet period before dinner and permission for campers to read during rest-hour enable the avid reader to keep abreast with his interest and to set an example for the tense, restless individual who must be taught to appreciate something besides radio, movies, television and comics.

Perhaps you also have known of

instances where a voracious reader sought refuge in the Rest Cottage to escape from reality and to accomplish his accustomed reading. And from the counselor's standpoint it is infinitely less difficult to get campers settled for the night if the children anticipate chapter ten of Garthwaite's *Tomas and the Red Headed Angel*, Brink's *Caddie Woodlawn* or Estes' *Moffets*. Many camps now possess well-stocked shelves of books—books which are entertaining and exquisitely illustrated for the

younger child; books which are rich in scope, informative and adventure-some for the older campers and younger counselors—but more books are needed.

There are various ways of building a library. Perhaps the most commonly employed method is to purchase current volumes from bookstores or publishing houses. Another method is to have campers and counselors contribute. Frequently a parent is anxious to pass on a few books, and happy is the child who can share his joy and satisfaction with others and have inscribed on the frontispiece "Gift of Penny Pounds." A third and temporary measure for providing a more abundant choice is to submit a list of desired

books to a nearby library. Unless the librarian differs very radically from our friends in small hamlets and large cities from coast to coast, the requested books will be assembled with alacrity, interest and understanding. Aside from giving the librarian an opportunity to serve, the solicitation of reading matter will bolster summer circulation.

What constitutes a well selected book for camp is to some extent a matter of speculation. When buying for an individual we are governed by his temperament, age, and interests; when dealing with an heterogeneous group, we endeavor to select publications which will appeal to the largest number of persons. Perhaps our choice is one of the many excellent family books with

which the counselors "grew up." Or maybe it is one suggested by a camper who is anxious to hear it for the second or perhaps for the tenth time. This has actually happened in our family not only with small Golden Books but also with books such as *Mary Poppins*.

At any rate, although the presence of desirable literature may not eliminate the comics entirely, it should at least minimize the number of copies cached under the mattress or in suitcases. Books are usually classified according to subject and age-level and yet the latter is quite flexible. We recently entertained a very intelligent 85 year old lady for two hours with half a dozen beautiful picture books which are intended for the five to eight year



## ANIMAL STORIES

Anderson, C. W. *Linda and the Indians*. Illus. by the author. Ages 6-9. Macmillan, \$2.00. Further adventures with Linda and her pony. Also recommended *Billy and Blaze*.  
Atwater, Richard and Florence. *Mr. Popper's Penguins*. Illus. by Robert Lawson. Ages 6-9. Little, \$2.75. Hilarious tale of a frustrated house painter and his pet penguins. A must.  
Averill, Esther. *Jenny's Adopted Brothers*. Illus. by the author. Ages 5-10. Harper, 1.50. Humor is combined with appeal in this story of a shy black cat and two strays.  
Beatty, Hetty. *Bronto*. Illus. by the author. Ages 6-9. Doubleday, 2.00. The adventures of a boy and his pony on a western ranch.  
Brock, Emma. *Kristie's Buttercup*. Illus. by the author. Ages 8-12. Knopf, \$2.50. Delightful experiences of a boy and his Holstein calf on a Minnesota farm.  
Brown, Paul. *Pony School*. Illus. by the author. Ages 8-12. Scriber, \$2.50. All horse lovers will approve of this charming story and its impressive illustrations.  
Brooks, Walter R. *Freddie Goes Camping*. Illus. by Kurt Wiese. Ages 8-12. Knopf, \$2.50. Freddie, the pig, is equally fascinating in the rest of this series.  
Burgess, Thornton W. *Nature Story Books*. Illus. by Harrison Cady. Ages 7-10. Little, \$2.50. A perennial favorite with children.  
Campbell, Samuel A. *How's Inky*. Illus. by Bob Kuhn. Ages 9-12. Bobbs, \$1.75. A porcupine and his pals offer some highlights on happiness.  
Carpenter, Frances. *Wonder Tales of Horses and Heroes*. Illus. by Wm. D. Hayes. Ages 10-14. Doubleday, \$3.00. Dramatic horse stories of legendary origin.  
Coggins, Herbert. *Busby and Company*. Illus. by Roger Duvoisin. Ages 7-11. Whittlesey, \$2.00. Jerry and his pet beaver go into business. Very entertaining.  
Crew, Fleming. *The More the Merrier*. Illus. by Nils Hogner. Ages 5-8. Oxford, \$2.75. Excellent presentation of nature lore in story form. Earlier books—*Wagtail* and *Ringtail*.

Dalgleish, Alice. *The Bears on Hemlock Mountain*. Illus. by Helen Sewell. Ages 5-9. Scribner, \$2.00. Jonathan's encounter related with humor and suspense by one of our best writers of juvenile literature.  
Davis, Lavinia. *The Secret of Donkey Island*. Illus. by Jean MacDonald Porter. Ages 8-12. Doubleday, \$2.50. Jamie Bassett, Captain Kirk and Bunty (a pet donkey) share friendship and unexpected adventures on an island near Cape Cod.  
DeLeeuw, Adele and Cateau. *Mickey the Monkey*. Illus. by Robert Hennberger. Ages 8-12. Little, \$2.50. An imaginative boy and a mischievous monkey provide unusual gaiety for the reader.  
Franklin, George Cory. *Shorty's Mule*. Illus. by William Moyers. Ages 4-8. Houghton, \$2.25. Shorty, a no good mule, helps capture rustler and becomes hero of the ranch.  
Frost, Frances. *Little Fox*. Illus. by Morgan Dennis. Ages 7-11. Whittlesey, \$2.00. A captured fox eventually finds his desired freedom in the woods.  
Harper, Wilhelmina, ed. *Flying Hoofs*. Illus. by Marie Nichols. 12 and Up. Houghton, \$2.75. Commendable collection of horse and dog stories.  
Henry, Marguerite. *King of the Wind*. Illus. by Wesley Dennis. Ages 9-12. Rand, \$2.95. One of many excellent horse stories by the Newbery Medal winner. Superbly illustrated.  
Justin Morgan Had a Horse. Grosset, \$1.25.  
Lansing, Elizabeth Hubbard. *The Pony That Kept a Secret*. Illus. by Barbara Cooney. Ages 7-10. Crowell, \$2.00. Lovably realistic twins and their pony in a sequel to *The Pony That Ran Away*.  
Lawson, Robert. *Edward, Hoppy and Jo*. Illus. by the author. Ages 9-13. Knopf, \$2.50. The amusing adventures of a rabbit, a toad and a possum. Also by the winner of both Newbery and Caldecott medals: *Rabbit Hill*. Viking, \$2.50; *McWhinney's Jaunt*. Little, \$2.75. Irresistible text and illustrations.

Mason, Miriam. *Broomtail*. Illus. by William Moyers. Ages 8-12. Macmillan, \$2.00. A wild speckled pony finds mysteriously exciting adventures on a western prairie.

Meigs, Cornelia. *The Dutch Colt*. Illus. by George and Doris Hauman. Ages 8-12. Macmillan, \$2.50. This well-written Quaker story skillfully combines mystery with early Pennsylvania history. *Invincible Louisa*. Little, \$2.75, won the Newbery Medal.

Montgomery, Rutherford. *Wapiti, The Elk*. Illus. by Gardell Dano Christensen. Ages 12 and up. Little, \$2.50. The true story of a baby elk from infancy to monarchy related by one of our most accomplished writers. Other books: *Big Browie* (bear) *Kildee House* and *Hill Ranch*. Many honors.

O'Connell, Alice. *Pamela and the Blue Marc*. Illus. by Paul Brown. Ages 8-12. Little, \$2.50. Pam and her filly "Frosty Morning" are schooled in horsemanship and eventually participate in horse shows with commendable results.

Powell, Miriam. *Jareb*. Illus. by Marc Simont. Ages 10-14. Crowell, \$2.50. Outstanding realistic characterization of the Clark family in the loblolly pine woods of Georgia. Jareb and his hound dog will interest both boys and girls.

Rey, H. A. *Curious George Rides a Bike*. Illus. by the author. Ages 3-8. Houghton, \$2.75. The lovable monkey in his most wonderful adventure.

Robinson, Tom. *Lost Dog Jerry*. Illus. by Morgan Dennis. Ages 10-14. Viking, \$2.50. Jerry, a St. Bernard, finds his way from Kansas to Massachusetts. Humor, pathos and fine illustrations.

Sanderson, Ivan. *The Silver Mink*. Illus. by the author. Ages 12 and Up. Little, \$2.50. Nature lovers will appreciate the beauty and authenticity of this story as it traces the mink's progress through the full cycle of seasons.

Simont, Marc. *The Lovely Summer*. Illus. by the author. Ages 4-9. Harper, \$2.00. Two rabbits invade the premises of city people who attempt to garden in the country. A delightful picture book.

Stong, Phil. *Honk the Moose*. Illus. by Kurt Wiese. Ages 6-9. Dodd, \$2.75. Hilarious story of two Minnesota boys and a moose.

Stephen, David. *String Lug the Fox*. Illus. by Nina Scott Langley. Ages 10-14. Little, \$2.50. This Scottish animal story will appeal to both juvenile and adult nature lovers. Try reading it aloud!

White, E. B. *Charlotte's Web*. Illus. by Garth Williams. Ages 6 up. Harper, \$2.50. An irresistible fantasy by the author of *Stuart Little*. Wilbur, the pig, is befriended by a little girl named Fern and Charlotte, a most unusual spider. Beauty, wisdom, humor, superb illustrations and excellent characterizations.

Whitney, Leon. F. *That's My Dog*. Illus. by Ernest Hart. Ages 12 and up. Dodd, \$2.75. Story of a boy and his hard earned raccoon dog told with appeal and understanding. Another equally popular book by the same veterinarian: *Spike*.



old level.

We are interested not only in the availability of good literature but we recognize the importance of having on hand an authority on books and storytelling, as well as specialists for nature, crafts and dramatics. An author of juvenile books would be an asset to any camp.

Just as our colleges have poets in residence so could we provide an atmosphere conducive to writing and yet have accessible for story telling and rainy day reading a person to whom these things are of paramount significance. We have met and corresponded with many writers of children's books and we have found them to be imbued with an exceedingly keen in-

terest in human nature. All of them are people of perspicacity, perspicuity, imagination and wit. Authors, especially those fortified with librarian training, could offer a course for junior counselors and thus create in them an interest for selecting their campers' books with care and discrimination.

The list which we suggest for inclusion in a camp library was compiled as a result of our reading, suggestions from very special librarian friends, book lists and book reviews. Since it is necessary to confine ourselves to a list which is not formidable in length, we usually suggest books of recent vintage and list only one or two for each author although the writer may be prolific and his works con-

sistently good.

Our reference in the listings to Caldecott and Newbery awards requires qualification. There are two medals awarded each year by Frederic G. Melcher. The Newbery Medal is given annually for the book, published in the United States, which is voted "the most distinguished literature for children." The Caldecott Medal is given for the best picture book of the year. The awards are determined by a committee of children's librarians from the American Library Association.

We have enjoyed the time devoted to this project and we hope as we grow in knowledge and wisdom that we may have the privilege of augmenting this list.

## BOOKS FOR OLDER BOYS

Best, Herbert. *The Long Portage*. Illus. by Erick Berry. Ages 12 and up. Viking, \$2.50. A rousing story of the French and Indian wars. Boys will also enjoy *Gunsmith's Boy*. Winston, \$1.00.

Borden, Charles A. *He Sailed With Captain Cook*. Illus. by Ralph Ray, Jr. Ages 10-14. Crowell, \$2.75. Scientific expedition combined with adventures in the South Seas.

Bronson, Lynn. *Rogue's Valley*. Ages 12-16. Lippincott, \$2.50. Exciting adventures of early gold miners with the Rogue Valley Indians of Oregon.

Coggins, Jack and Pratt, Fletcher. *By Space Ship to the Moon*. Ages 10 and up. Random, \$1.00. Lucid account of man's conquest of space.

Daugherty, James. *Trappers and Traders of the Far West*. Illus. by the author. Ages 10-14. Random, \$1.50. Red-blooded adventure story of a dramatic journey to the West Coast.

Dietz, Lew. *Jeff White, Young Lumberjack*. Illus. by Wm. Moyers. Ages 12 and up. Little, \$2.75. Prodigious tales of Jeff and Skip Doggett in a Maine logging camp. Other equally fascinating numbers *Young Woodsman*; *Young Trapper* and *Young Guide*.

Eames, Genevieve T. *A Horse to Remember*. Ages 10-14. Messner, \$2.50. Appeals to both boys and girls of this age level. Coming in April: *The Good Luck Colt*.

Edmonds, Walter D. *Corporal Bess*. Illus. by Manning de V. Lee. Ages 12 and up. Dodd, \$2.75. Companionship of a boy and his hunting dog portrayed by the distinguished author of *The Matchlock Gun* (a Newbery winner).

Fenner, Phyllis, ed. *Crack of the Bat*: Stories of Baseball. Ages 10 and up. Knopf, \$2.50. Sound choice of rousing baseball stories. Best juvenile writers represented.

Friedlich, Dick. *Line Smasher*. Ages 12-17. Westminster, \$2.50. Popular author of basketball and football stories.

Garst, Shannon. *Wild Bill Hickok*. Ages 12 and up. Messner, \$2.75. One of the best current biographies.

Havighurst, Walter and Marion. *Climb a Lofly Ladder*. Illus. by Jill Elgin. Ages 12 and up. Winston, \$2.75. Well-written experiences of Swedish boy on a Minnesota farm in the 1890's. Ed. by Erick Berry for Land of the Free Series.

Heinlein, Robert A. *Rocket Ship Galileo*. Illus. by Clifford Geary. Ages 10-14. Scribner, \$2.50. Excellent example of currently popular science fiction. Also recommended: *The Rolling Stones*.

Hinkle, Thomas C. *Black Tiger: The Story of a Faithful Horse*. Ages 10-14. Morrow, \$2.00. A master of western horse and dog stories at his best.

Hubbard, Margaret Ann. *Thunderhead Mountain*. Ages 10-14. Macmillan, \$2.75. Action-

packed story of a Sioux Indian and a white boy on Crazy Horse Ranch in the Black Hills of South Dakota. Character development and an evaluation of spiritual values enhance this convincing horse story.

Jackson, C. Paul. *Dub Halfback*. Ages 12-16. Crowell, \$2.50. Lively competition and good sportsmanship are emphasized in all football, baseball and basketball books by this author.

Jones, Adrienne. *Thunderbird Pass*. Ages 10-14. Lippincott, \$2.50. Jonathan Tucker, a city boy, marvels over the animals, impressive scenery and ranch people of the West.

Larom, Henry V. *Mountain Pony and the Rodeo Mystery*. Illus. by Ross Santee. Ages 10-15. Whittlesey, \$2.75. Grosset Reprint, \$1.25. A Wyoming adventure terminates in Madison Square Garden. *The Mountain Pony* series appeals to girls as well as boys.

McGraw, Eloise Jarvis. *Mocassin Trail*. Ages 12-16. Coward, \$2.75. The author of *Sawdust in His Shoes* has Jim Keith choose between his beloved Indian existence and the pioneer life of his orphaned brothers and sisters. A gripping story presented in a convincing manner.

Meador, Stephen. *The Fish Hawk's Nest*. Illus. by Edward Shenton. Ages 12 and up. Harcourt, \$2.50. Smuggling in the 1800's presented with dramatic authenticity by an outstanding author.

Meyers, Barlow. *Tumbleweed*. Illus. by Bill Wickham. Ages 11-16. Westminster, \$2.50. Story of a wild horse in the adventure-packed ranch country of Wyoming and Colorado.

Montgomery, Rutherford. *The Capture of the Golden Stallion*. Illus. by George Giguere. Little, \$2.50. A superb western tale by sympathetic observer of animals. *The Golden*

*Stallion's Revenge*, a sequel, published in March promises another thrill for his host of admirers.

O'Brien, Jack. *The Return of Silver Chief*. Illus. by Kurt Wiese. Ages 10-14. Winston, \$2.50. Grosset, \$1.25. Spirited story of the Canadian Mounties and their heroic dogs in the Hudson Bay country.

Pease, Howard. *High Road to Adventure*. Ages 12 and up. Doubleday, \$1.50. Esteemed author of more than a dozen highly recommended sea tales—based on actual experience. The originator of prize-winning *Heart of Danger* has *Captain Araby* an intriguing mystery coming in April.

Reese, John. *Big Mutt*. Illus. by Rod Ruth. Ages 12-17. Westminster, \$2.50. Dwight's unflinching devotion to his "out-law" dog and subsequent experiences in the Dakota range country.

Robertson, Keith. *The Mystery of Burnt Hill*. Illus. by Raffaello Busoni. Ages 12 and up. Viking, \$2.50. Intriguing adventures fill the summer vacation for Neil and Swede and provide suspense for the readers of *Missing Brother*.

Scholz, Jackson. *A Goal to Go*. Ages 12 up. Morrow, \$2.50. Author of many other fine books on baseball, football and track.

Sperry, Armstrong. *Thunder Country*. Illus. by the author. Ages 12-16. Macmillan, \$2.50. The harrowing experiences of young Chad in a Venezuelan jungle told with zest by the author of *Call It Courage*. (Newbery Prize Medal for 1941).

Stern, Bill. *Favorite Baseball Stories*. Ages 12 and up. Doubleday, \$1.50. Also by the same author *Favorite Football Stories*.

Tunis, John. *The Iron Duke*. Ages 12-16. Harcourt, \$3.00. A track story by one of the best sport writers of all times!

Walsh, Christy. *Baseball's Greatest Lineup*. Ages 12 and up. A. S. Barnes, \$3.75. In his attempt to settle this time worn controversy Walsh and 500 sports writers have selected biographies of 17 stars.

White, Robb. *Deep Danger*. Ages 12-16. Doubleday, \$2.50. Mystery and adventure center around a sunken submarine in this fast moving sea yarn.

The books listed in this article are primarily those intended for camper reading and enjoyment. Books of an instructional nature on camping and camp operation will be found in the bibliography beginning on page 115 of the 1953 Camp Reference and Buying Guide.—Ed.

## BOOKS FOR OLDER GIRLS

Becker, May Lamberton. *Presenting Miss Jane Austen*. Illus. by Edward Price. Girls 12 and up. Dodd, \$3.00. The novelist and her family presented in a beautifully written and meticulously authenticated biography.

Berry, Erick. *Sybil Ludington's Ride*. Illus. by the author. Ages 10-14. Viking, \$2.50. Sybil shows outstanding courage when confronted with persistent danger. A lively narrative of the 1770's.

Breck, Vivian. *Hoofbeats on the Trail*. Illus. by Hubert Buel. Ages 12 and up. Doubleday, \$2.50. Another book by the author of *High Trail* who has spent many summers in the Sierra Mountains.

Cavanna, Betty. *Lasso Your Heart*. Ages 12-17. Westminster, \$2.50. The most recent of her many interesting and outstanding books for teen-age girls.

du Jardin, Rosamond. *Class Ring*. Ages 12-16. Lippincott, \$2.50. A splendid story of home and school life. Other light, romantic books for teen-agers: *Marcy Catches Up*; *Double Date* and *Practically Seventeen*.

Erdman, Loula Grace. *The Wind Blows Free*. Ages 12-16. Dodd Mead, \$2.50. This account of Melinda Pierce and her family who leave a comfortable home for a claim in the Panhandle of Texas recently won the American Girl-Dodd Mead competition.

Howard, Elizabeth. *Peddler's Girl*. Ages 12 and up. Morrow, \$2.50. Fresh and absorbing romance of life in a roaming peddler's wagon during the last century.

Jackson, D. V. S. *Bold Venture*. Ages 12 and up. Lippincott, \$2.50. Highly recommended for horse-loving girls who like a touch of romance.

Lovelace, Maud Hart. *Betsy and the Great World*. Illus. by Vera Neville. Ages 12-16. Crowell, \$2.50. Betsy of the popular Betsy-

Tacy stories finds romance and adventure in her travels abroad.

Malvern, Gladys. *Jonica's Island*. Illus. by Corinne Malvern. Ages 12 and up. Messner, \$2.00. By the author of *Tamar* and *Behold Your Queen*. Stirring well-written novels of the early Christian era.

Mason, Miriam E. *Yours With Love, Kate*. Illus. by Barbara Cooney. Ages 12 and up. Houghton, \$3.00. A delightful biography of the beloved Kate Douglas Wiggin.

McFarland, Wilma, ed. *Then It Happened*. Girls 12-16. Watts, \$3.00. Twenty-one stories with personal appeal and dramatic significance featuring some of our best writers.

McIlvaine, Jane S. *The Sea Sprite*. Girls 12-16. Macrae, \$2.50. Valuable sailing information is divulged in this story of Callie Prichard who needs more than wealth, social background, and beauty to be accepted by the summer crowd.

McLelland, Isabel. *Hi! Teacher*. Illus. by Mary Stevens. Ages 12 and up. Holt, \$2.50. A girl's first year of teaching in a one-room Oregon school house is characterized by suspense, romance and interesting community relationships.

Redina, Laura Cooper. *Summer for Two*. Ages 12 and up. Little, \$2.50. Debbie and Rachele find fun and romance on Cape Cod. A convincing novel by the author of *Debbie Jones and Roommates*.

Robinson, Mabel. *Strong Wings*. Illus. by Lynd Ward. Ages 12-16. Random House, \$2.75. Another Maine story by the author of the delightfully well-written *Bright Island*.

Wilder, Laura Ingalls. *These Happy Golden Years*. Illus. by Helen Sewell and Mildred Boyle. Ages 10-14. Harper, \$2.00. This and many other volumes by this beloved author are current American classics.

pilation of extremely amusing folk tales from various countries.

Beston, Henry. *Henry Beston's Fairy Tales*. Illus. in color by Fritz Kredle. Ages 6-12. Aladdin, \$5.00. A revised edition of the best stories from the beloved *Firelight* and *Starlight Fairy Books* plus a few new tales. Told with beauty and humor. Kredle's illustrations catch the spirit of the narratives.

Carlson, Natalie Savage. *The Talking Cat*. Illus. by Roger Duvoisin. Ages 8-12. Harper, \$2.00. Well-told and cleverly illustrated Canadian Folk Tales.

Chaffee, Allen. *Tawney Goes Hunting*. Illus. by Paul Bransom. Ages 8-12. Random, \$2.00. Story of a panther cub beautifully written and illustrated.

Chase, Richard. *Grandfather Tales*. Illus. by Berkeley Williams. Ages 9-12. Houghton, \$2.75. Tall tales from the Appalachian Mountains.

Coatsworth, Elizabeth. *Thief Island*. Illus. by John Wonsetler. Ages 9-12. Macmillan, \$2.50. This thrilling mystery centers around an island in Maine. *The House of the Swan* also provides suspense for the listener.

Felton, Harold. *Pecos Bill*. Illus. by A. A. Watson. Ages 9-12. Knopf, \$2.50. More entertaining folk lore.

Fenner, Phyllis. *Ghosts, Ghosts, Ghosts*. Illus. by Manning de V. Lee. Ages 10-14. Watts, \$2.50. Popular anthology for boys and girls from outstanding authors.

Gruenberg, Sidonie. *More Favorite Stories Old and New*. Illus. by Richard Floethe. Ages 12 and up. Doubleday, \$3.75. Combines the classics with the best of today's writers for juveniles.

Addresses of most of the publishers listed in this article will be found in the Alphabetical Index of Suppliers, beginning on page 154, of the 1953 Camp Reference and Buying Guide.—Ed.



## CAMPFIRE STORIES

(Suitable for reading, telling, or both)

Alden, Raymond MacDonald. *Once There Was a King*. Ages 9-12. Bobbs, \$2.25. Tournament of stories. Should be shortened and adapted by teller.

Assoc. for Child. Educ. *Told Under the Magic Umbrella*. Illus. Elizabeth Orton Jones. Ages 6-9. Macmillan, \$2.25. Modern fanciful stories. *Told Under Spacious Skies*. Illus. by Wm. Moyers. Ages 8-12. Macmillan, \$3.00. 26 regional stories.

Bell, Thelma. *Mountain Boy and Yaller-Eye*. Illus. by Corydon Bell. Ages 6-9. Viking, \$2.00. Splendid Carolina mountain tales that read well.

Belting, Natalia. *The Moon Is a Crystal Ball*. Illus. by Anne Marie Jauss. Ages 7-11. Bobbs, \$2.50. Legends about the sun, moon and stars from the folklore of many lands.

Bleeker, Mary Noel, chosen by. *Big Music or Twenty Merry Tales*. Illus. by Louis S. Glanzman. All ages. Viking, \$2.50. Com-

Harper, Wilhelmina. *The Gunniwolf and Other Merry Tales*. Illus. by Kate Sereby. Ages 6-9. McKay, \$2.00. *Ghosts and Goblins* is also recommended.

Hazeltine, Alice Isabel. *Children's Stories To Read or Tell*. Ages 10 and up. Abingdon, \$2.50. 37 selections of classical and modern writers. *Selected Stories For Teen-Agers* covers famous persons, adventure, animals and ranch life. Abingdon, \$3.00.

Jagendorf, M. A. *Sand In the Bag*. Ages 8-12. Vanguard, \$2.75. Colorful Midwestern tales assembled by the editor of *New England Bean Pot* and *Upstate Downstate*.

Lampman, Evelyn S. *Treasure Mountain*. Ages 10-14. Doubleday, \$2.50. The mystery of an old Indian treasure sustains the interest of this age level.

Lang, Andrew. *Blue Fairy Book*. Illus. by Ben Kutchner. Ages 9-12. Longmans, \$2.50. This and other books representing all the colors of the spectrum are now available in revised editions.

McCord, David. *Far and Few*. Illus. by Henry B. Kane. Ages 8-12. Little, \$2.50. The rhythm, beauty and humor of this original verse will appeal to all campers irrespective of age.

Malcolmson, Ann. *Yankee Doodle Cousins*. Illus. by Robert McCloskey. Ages 8-12. Houghton, \$3.50. American folklore collection.

Malone, Ted. (Russell, Frank Alden). *Ted Malone's Favorite Stories*. Ages 12 and up. Doubleday, \$2.95. 92 stories of people, places and things. Very popular.

Papashvily, George and Helen. *Thanks To Noah*. Illus. by Jack Wilson. Ages 12 and up. Harper, \$2.50. Excellent animal stories. Equally good is a group of Georgian folk tales: *Yes and No Stories*.

Reese, John. *The Shouting Duke*. Illus. by Richard Horwitz. Ages 9-10. Westminster, \$2.00. Funny fantasy of the Grand Duke Bello and his realm.

Sperry, Margaret. *The Hen That Saved The World*. Illus. by Per Bechman. Ages 7-10. Day, \$2.25. Six lively stories of a Norwegian childhood. Superb for story telling or reading aloud.

Tyler, Ann Cogswell. *Twenty-four Unusual Original Stories*. Illus. by Maud and Miska Petersham. Ages 9-12. Harcourt, \$3.00. Suitable for boys and girls.



# FAMILY STORIES

(Suitable for both boys and girls)

Aldrich, Mary B. *Too Many Pets*. Illus. by Barbara Cooney. Ages 8-12. Macmillan, \$2.00. A delightfully amusing account of an interesting family and their pets.

Anderson, Ethel Todd. *Summer in Their Eyes*. Illus. by Oliver James. Ages 12 and up. Winston, \$2.00. Excellent family relationships center around son's and daughter's plans for a Western vacation.

Bailey, Carolyn Sherwin. *A Candle for Your Cake*. Illus. by Margaret Ayer. Ages 8-12. Lippincott, \$2.75. Twenty-four birthday biographies of famous men and women presented with convincing simplicity. Newbery Award for *Miss Hickory*.

Barnes, Nancy. *The Wonderful Year*. Illus. by Kate Seredy. Ages 9-12. Messner, \$2.75. Adjustment to life in Colorado proves joyous and inspirational.

Beim, Lorraine. *Just Plain Maggie*. Illus. by Barbara Cooney. Ages 9-12. Harcourt, \$2.50. Girls in this age group hastily add Maggie to their host of friends.

Bishop, Claire Hutchet. *Twenty and Ten*. Illus. by Wm Pene du Bois. Ages 8-12. Viking, \$2.50. Twenty French children show kindness and courage in their treatment of ten Jewish refugees. We also recommend *Five Chinese Brothers*.

Bowen, Vernon. *The Wonderful Adventures of Ting Ling*. Illus. by Kurt Wiese. Ages 7-10. McKay, 2.00. A jocular juggler's assistant performs five impossible feats to win Dar Ling and a fabulous kingdom. Excellent illustrations.

Brink, Carol. *Family Grandstand*. Illus. by Jean Macdonald Porter. Ages 9-13. Viking, \$2.50. An amusing story of the four resourceful Ridgways, a football hero and his tutor, and college traditions. *Caddie Woodlawn*—an outstanding favorite—took Newbery honors.

Carr, Mary Jane. *Children of the Covered Wagon*. Illus. by Esther Brann. Ages 9-12. Crowell, \$2.50. Superior story of the perils encountered by pioneers on the Oregon Trail.

Caudill, Rebecca. *Happy Little Family*. Illus. by Decie Merwin. Ages 6-9. Winston, \$2.50. This and *Schoolhouse in the Woods* depict the life of small children in the Kentucky mountains.

Chastain, Madye Lee. *Bright Days*. Illus. by the author. Ages 9-12. Harcourt, \$2.25. Marcy and Patty have exciting sixth grade adventures despite a spoiled classmate who wants to run things. Patty's unconventional family adds humor and understanding.

Clark, Ann Nolan. *Little Navajo Bluebird*. Illus. by Paul Lantz. Ages 6-9. Viking, \$2.50. Well told story of modern American Indians. Herald Tribune Prize: *Looking for Something* with outstanding illustrations by Leo Politi.

Clark, Mary E. and Quigley, Margery. *Poppy Seed Cakes*. Illus. by Maud and Miska Petersham. Ages 6-9. Doubleday, \$2.50. Aunt Katushka brings intriguing presents from the old country. A marvelous interpretation of peasantry by the Petershams.

Clear, Beverly. *Henry and Beezus*. Illus. by Louis Darling. Ages 8-12. Morrow, \$2.50. Henry Huggins aided and abetted by Beezus and her incorrigible sister Romona provide unbridled entertainment not only for the children but the grownups as well.

Clymer, Eleanor. *Thirty-Three Bunn Street*. Illus. by Jane B. Miller. Ages 6-10. Dodd, \$2.50. A little girl finds sympathy, understanding and permanency in a new neighborhood.

Coatsworth, Elizabeth. *Away Goes Sally*. Illus. by Helen Sewell. Ages 9-12. Macmillan, \$3.00. Others in addition to this Newbery winner: *Houseboat Summer* and *Dollars for Luck*. Especially recommended for all who love the sea.

Dalglish, Alice. *The Davenport Arc at Dinner*. Illus. by Flavia Gag. Ages 8-12. Scribner, \$2.50. Another delightful story for the entire family.

Daringer, Helen F. *Adopted Jane*. Illus. by Kate Seredy. Ages 9-12. Harcourt, \$2.00. A sensitive portrayal of good family relationships. The appeal of her writing is also apparent in her historical novels.

DeLeeuw, Adele L. *Patchwork Quilt*. Illus. by Cateau DeLeeuw. Ages 6-9. Little, \$2.75. An engrossing story for each patch.

duBois, William Pene. *Twenty-one Balloons*. Illus. by the author. Ages 9-12. Viking, \$2.50. People who enjoy the explorer in this Newbery book will find *Peter Graves* very funny.

Enright, Elizabeth. *Spiderweb for Two*. Illus. by the author. Ages 8-12. Rinehart, \$2.50. Her books about the marvelous Melendys are awaited with as much enthusiasm as an earlier generation awaited the St. Nicholas. Newbery Award for *Thimble Summer*.

Estes, Eleanor. *Ginger Pyc*. Illus. by Louis Slobodkin. Ages 8-12. Harcourt, \$2.50. Everyone who loves the *Moffats* (and who doesn't?) and *The Hundred Dresses* will take delight in the most recent Newbery book.

Garthwaite, Marion. *Shaken Days*. Illus. by Ursula Koering. Ages 10-14. Messner, \$2.75. A series of disasters culminating in the earthquake of 1906 bring strength and courage to shy Megan Dyke. The same flair for story telling which pervades *Shaken Days*

by Barbara Cooney. Ages 10-13. Doubleday, \$2.50. Convincingly written story of a Finnish-American family.

Lampman, Evelyn Sibley. *Captain Apple's Ghost*. Illus. by Ninon MacKnight. Ages 8-12. Doubleday, \$2.50. A friendly ghost rescues the recreational center from oblivion. Original and humorous.

Lenski, Lois. *Prairie School*. Illus. by the author. Ages 8-12. Lippincott, \$2.50. These regional stories are all of the same calibre as her Newbery winner: *Strawberry Girl*. Her books for younger children are also commendable.

MacDonald, Betty. *Nancy and Plum*. Illus. by Hildegarde Hopkins. Ages 7-11. Lippincott, \$2.50. The escapades of two irresistible orphans from Mrs. Monday's select home.

McCloskey, Robert. *Homer Price*. Illus. by the author. Ages 9-12. Viking, \$2.50. Excellent



Kamp Klamesha—Paul Parker Photo

won for her *Tomas and the Red Headed Angel* both the Ellsworth Ford Prize and the California Commonwealth Medal.

Gates, Doris. *Blue Willow*. Illus. by Paul Latz. Ages 9-12. Viking, \$2.50. A sensitive story of migratory workers who long for a permanent home.

Hale, Lucretia. *Peterkin Papers*. Illus. by Harold Brett. Ages 8-12. Houghton, \$3.00. Everyone should become acquainted with the delightfully dumb Peterkins and the enlightening lady from Philadelphia.

Haywood, Carolyn. *Eddie and the Fire Engine*. Illus. by the author. Ages 6-9. Morrow, \$2.50. The possession of a fire engine, a pet goat and a loyal playmate make life interesting for both Eddie and Mrs. Haywood's legion of fans. Children will want to read others in this series.

Hatch, Alden. *Young Ike*. Illus. by Jules Gotlieb. Ages 8-12. Messner, \$2.50. This timely biography of the President as a young man is coming in April.

Holling, Holling C. *Scabird*. Illus. by the author. Ages 9-14. Houghton, \$3.00. This and his other beautiful picture books contain much information in story form.

Jackson, C. Paul. *Little Leaguer's First Uniform*. Illus. by Charles Klinger. Ages 8-12. Crowell, \$2.50. "All-pants Johnny" substitutes for his brother who has the mumps.

Hunt, Mabel Leigh. *Ladycake Farm*. Illus. by Clotilda Funk. Ages 6-9. Lippincott, \$2.00. Warm, friendly story of a happy colored family and their white neighbors.

Kastner, Erich. *Lisa and Lottie*. Illus. by Walter Trier. Ages 9-12. Little, \$2.50. This charming story has won international acclaim.

Kingman, Lee. *The Quarry Adventure*. Illus.

entertainment for boys and girls. *Centerburg Tales* continues along the same vein. Wonderful pictures.

McNeer, May. *Up a Crooked River*. Illus. by Lynn Ward. Ages 9-12. Viking, \$2.50. The hilarious adventures of the four Renfroe children who are marooned on the River Queen.

Moody, Ralph. *Little Britches*. Illus. by Edward Shenton. Ages 10-14. Norton, \$3.00. The hero's ability to cope with pioneer conditions commands both the respect and undivided attention of the reader.

Musgrave, Florence. *Mary Lizzie*. Illus. by Robt. Candy. Ages 9-12. Houghton, \$2.50. A first rate story of New York in the early 1900's.

Norton, Mary. *The Magic Bed-knob*. Illus. by Waldo Peirce. Hyperion Press (Putnam), \$1.75. Possession of a magic bed-knob gives three English children and all children from eight to eighty access to the supernatural realm. Profusion of well done illustrations.

Orton, Helen Fuller. *Mystery in the Old Red Barn*. Illus. by Robert Doremus. Ages 7-12. Lippincott, \$1.75. This and her other books are just right for this age level.

Renick, Marion. *Pete's Home Run*. Illus. by Pru Herring. Ages 6-10. Scribner, \$2.00. Also many other good books for the youthful sports' aspirant.

Robinson, Tom. *Trigger John's Son*. Illus. by Robert McCloskey. Ages 9-12. Viking, \$2.50. A modern Tom Sawyer.

Sawyer, Ruth. *Maggie Rose*. Illus. by Maurice Sendak. Ages 8-12. Harper, \$2.00. An indomitable eight year old works hard to make her birthday-Christmas celebration a success. Told with the same warmth and magic as her Newbery Award: *Roller Skates*.



Sayers, Frances Clark. *Ginny and Custard*. Illus. by Eileen Evans. Ages 8-11. Viking, \$2.00. Ginny and her kitten have an unforgettable time in California.

Sickels, Evelyn R. *That Boy Johnny*. Illus. by Jean Martinez. Ages 6-10. Scribner, \$2.00. A vibrant account of Johnny and his pet lamb Mischief in a family of four girls.

Seredy, Kate. *The Good Master*. Illus. by the author. Ages 9-12. Viking, \$3.00. Equally commendable in text and illustration are *The Singing Tree* and *The White Stag*.

Slobodkin, Louis. *The Space Ship Under the Apple Tree*. Illus. by the author. Ages 9-12. Macmillan, \$2.50. Eddie finds a space ship in his grandmother's orchard. Amusing illustrations.

Smith, Eunice. *Jennifer Is Eleven*. Illus. by the author. Ages 8-12. Bobbs, \$2.50. Jennifer, her family and a calf named "Sir Prize" have an exciting summer on an Illinois farm.

Swayne, Sam and Zoa. *Great-Grandfather in the Honey Tree*. Illus. by the authors. Ages 6-9. Viking, \$2.00. This fabulous hunting tale may be told effectively.

Torrey, Marjorie. *The Merriweathers*. Illus. by the author. Ages 9-13. Viking, \$2.50. Mutual understanding, helpfulness, mischief, mishaps and good times are ingeniously compounded in this account of the Connecticut Merriweathers.

Travers, Pamela. *Mary Poppins Comes Back*. Illus. by Mary Shepard. Ages 8-12. Harcourt, \$2.50. Mary Poppins returns to fascinate her charges the Banks and to mystify and delight children everywhere.

Wilder, Laura Ingalls. *Little House on the Prairie*. Illus. by Helen Sewell and Mildred Boyle. Ages 10-14. Harper, \$2.00.

Wright, Frances Fitzpatrick. *Poplar Street Park*. Illus. by Margaret Ayer. Ages 7-11. Abingdon, \$1.50. Judy Jemison's second adventure packed summer at Number Eleven Poplar Street with Great Aunt Maria.

Yates, Elizabeth. *A Place for Peter*. Illus. by Nora Unwin. Ages 8-12. Coward McCann, \$2.50. Peter, a farm boy who has already made his appearance in *Mountain Born* and *Once In a Year* finds security and independence. The same distinguished story telling that won both Newbery and Herald Tribune awards.

\$2.75. Another distinguished picture book by Caldecott medalists.

Doane, Pegalie. *A Book of Nature*. Illus. by the author. Ages 8-12. Oxford, \$4.00. A beautifully written and accurately illustrated text on the plant and animal life of the meadows, woods and sea of the Northeast quarter of the U. S. A must!!

Duvoisin, Roger. *A For the Ark*. Illus. by the author. Ages 4-8. Lothrop, \$2.50. For the youngest camper!

Ehrlich, Bettina. *Cocola Comes To America*. Illus. by the author. Ages 6-9. Harper, \$2.50. One of three charming stories about a little Italian donkey. Oversized.

Ets, Marie Hall. *Mr. T. W. Anthony Woo*. Illus. by the author. Ages 5-8. Viking, \$2.00. This delightful tale of a cobbler and his mouse was a Caldecott runner-up.

Flack, Marjorie. *Ask Mr. Bear*. Illus. by the author. Ages 4-7. Macmillan, \$1.75. Both pictures and text will appeal to very young campers.

Forbes, Karine. *The Thirsty Lion*. Illus. by Lisl Weil. Ages 6-9. Crowell, \$2.00. A pop-drinking lion provides unusual entertainment.

Gannett, Ruth S. *My Father's Dragon*. Illus. by Ruth Garrett. Ages 6-9. Random, \$2.00. Irresistibly funny presentation of an imaginative tale.

Gramatky, Hardie. *Sparky*. Illus. by the author. Ages 4-8. Putnam, \$2.50. Another favorite for the boys and girls who like *Hercules* and *Little Toot*.

Hader, Berta and Elmer. *Little White Foot*. Illus. by the authors. Ages 6-9. Macmillan, \$2.00. A field mouse is the subject of another beautiful picture book by these extremely popular artists. Caldecott award for *The Big Snow*.

Henderson, Le Grand. *When the Mississippi Was Wild*. Illus. by the author. Ages 5-8. Abingdon, \$2.00. The author of the well-received Augustus series in a laugh provoking tale.

Hogner, Dorothy and Nils. *Daisy*. Illus. by the author. Ages 6-9. Oxford, \$2.00. Charming-ly illustrated farm horse story.

Lathrop, Dorothy. *The Skittle-Skattle Monkey*. Illus. by the author. Ages 6-9. Macmillan, \$2.25. A mischievous monkey is handsomely portrayed by the first Caldecott medalist.

Lattimore, Eleanor. *Wu, The Gatekeeper's Son*. Illus. by the author. Ages 6-10. Morrow, \$2.00. By the popular author of *Little Pear* and *Bells for a Chinese Donkey*.

Lipkind, William. *Boy With a Harpoon*. Illus. by Nicholas Mordvinoff. Ages 6-10. Harcourt, \$2.00. The prize-winning Caldecott team of 1951 provide an energetic Eskimo story.

McGinley, Phyllis. *The Most Wonderful Doll in the World*. Illus. by Helen Stone. Ages 6-9. Lippincott, \$1.75. This lovely doll story is charmingly illustrated.

McCloskey. *One Morning in Maine*. Illus. by the author. All ages. Viking, \$2.50. Another triumph! The creator of *Make Way for Ducklings* (a Caldecott winner) and *Blueberries for Sal* at his best in both text and illustrations.

Milhou, Katherine. *Patrick and the Golden Shippers*. Illus. by the author. Ages 6-9. Scribner, \$2.00. Philadelphia customs and fun cleverly depicted by the author-illustrator of *The Egg Tree*, Winner of 1950 Caldecott medal.

Politi, Leo. *Little Leo*. Illus. by the author. Ages 6-9. Scribner, \$2.00. Biographical story of Leo as a compelling young Indian in Italy. Gay, colorful illustrations. Caldecott medal for *Song of the Swallows* and a consistently outstanding illustrator. *Boat For Pope* also very good.

Rounds, Glen. *Whitney and the Rustlers*. Illus. by the author. Ages 6-11. Holiday, \$1.25. *Whitney and the Blizzard* has the same delightful appeal for prospective cowboys.

Seuss, Dr. (Theodore Geisel). *And To Think That I Saw It on Mulberry Street*. Illus. by the author. Vanguard, \$2.50. This and his innumerable other silly picture books appeal to people of all ages. An excellent substitute for comics. Coming in April: *Scrambled Eggs Super*.

Seredy, Kate. *Gypsy*. Illus. by the author. Ages 9-12. Viking, \$3.00. A beautifully illustrated book for all lovers of cats.

Ward, Lynn. *The Biggest Bear*. Illus. by the author. Ages 6-9. Houghton, \$3.00. One of our best known illustrators scores a hit on his initial literary attempt. A little bear wends an intricate path to the zoo.

White, Anne. *The Story of Serapina*. Illus. by Tony Palazzo. Ages 6-10. Viking, \$2.50. Entertaining story of a baby sitting cat. Inimitably illustrated by one of the best.

Williams, Garth. *Adventures of Benjamin Pink*. Illus. by the author. Ages 6-9. Harper, \$2.00. A funny tale by the illustrator of *Charlotte's Web* and other favorites.

Ward, Nanda. *The Black Sombraero*. Illus. in color by Lynn Ward. Ages, 4-8. Pellegrini, \$1.75. The poetic text can be read with ease by the youngest campers and the illustrations will be appreciated by all campers.

## PICTURE BOOKS

Bell, Thelma Harrington. *Pawnee*. Illus. by Corydon Bell. Ages 6-9. Viking, \$2.00. Fascinating experiences of a "live" Indian doll.

Bemelmans, Ludvig. *The Happy Place*. Illus. by the author. Ages 6-10. Little, \$2.50. The marked-down Easter rabbit bring happiness to Central Park. Another must by the author of *Sunshine* and *Madeleine*.

Bright, Robert. *Richard Brown and the Dragon*. Illus. by the author. Ages 5-9. Doubleday, \$2.00. The author of the inimitable *Georgie* conducts an exhilaratingly amusing dragon hunt. Coming in April *Hurrah For Freddie*. A timely story of Coronation Day.

Brown, Marcia. *Skipper John's Cook*. Illus. by the author. Ages 5-8. Scriber, \$2.00. An

entertaining story of Provincetown and Si who shipped as cook on the Liberty Bell.

Burton, Virginia. *The Little House*. Illus. by the author. Ages 4-8. Houghton, \$2.50. This Caldecott winner tells how a little house is moved to the city and then back to its original location. *Mike Mulligan and His Steam Shovel* is another favorite.

Creekmore, Raymond. *Lokoshi*. Illus. by the author. Ages 6-9. Macmillan, \$2.25. Well-illustrated account of an Alaskan boyhood. *Fujio*: A splendid Japanese story. Beautiful lithographs.

d'Aulaire, Ingri and Edgar Parin. *Buffalo Bill*. Illus. by the authors. Ages 7-11. Doubleday,

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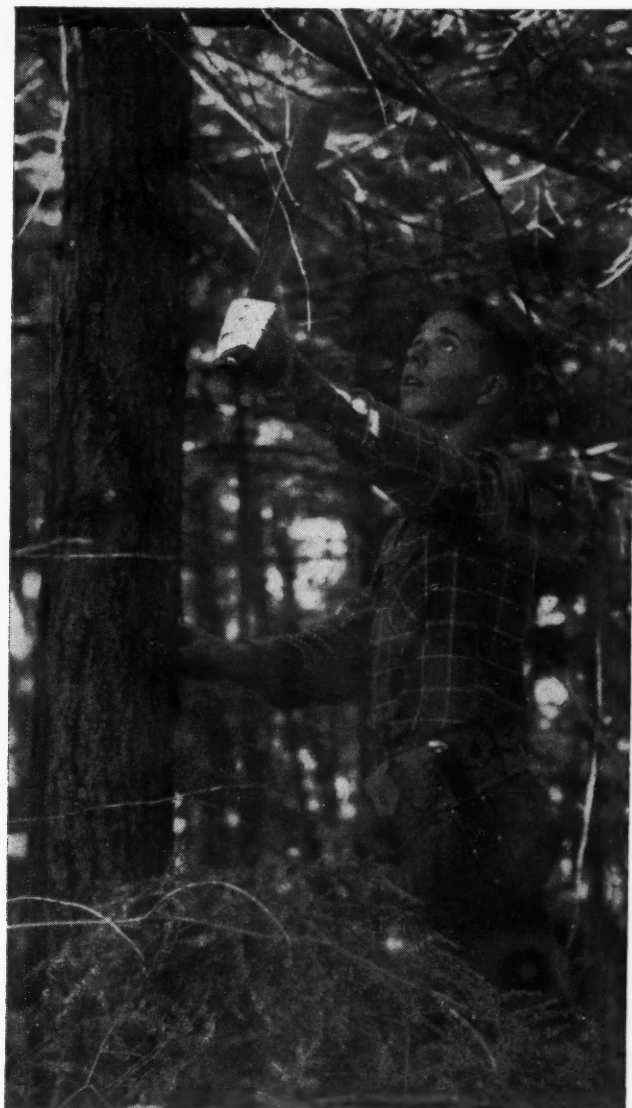
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## Teach Conservation With A Forestry Program

THE FACETS of conservation are so numerous and so extensive that the word itself has too often been inadequately defined and misunderstood. The term "conservation" refers to all of our natural resources such as water, soil, forest, wild life, minerals, etc. and implies "wise use with minimum waste." The forest, as one of these important natural resources, is used and enjoyed in our camping programs but its contribution to our lives in timber products and other material values is too frequently overlooked.

In the winter of 1951-52 the 300 acres of forest belonging to Camp Lanakila were put under a manage-

ment plan by the New England Forestry Foundation. Under the suggestions of this plan the camp could take the steps necessary to harvest its timber crop annually, providing its own lumber and improving its future growth.

Correspondence with the Foundation strengthened the idea that much of the suggested stand improvement could be done by campers, and it was felt that the eight boys making up a counselor-training group might be used to follow the suggestions in the management plan.

The Lanakila forest consists of some 300 acres of second growth of white

BY WILLIAM B. HALL



pine and hemlock, with a large plantation of red pine, and moderately large stands of hard and soft maple, with lesser numbers of oak, beech and ash.

Because of the overall schedules of the training program, it was not possible to schedule as much forest work as we wished. Consequently each boy was scheduled two mornings each week as one of a group of four.

Before entering the forest the boys were required to show proficiency in the use of the edged tools they would be using, and were taught the fundamentals of forest surveying, cruising, pacing, and compass work. They were also taught the use of the Biltmore stick, the increment borer, and diameter tape.

In the forest our first work consisted of cruising, type mapping, tree identification, mensuration, and in addition, informal, on-the-spot discussions were held on tree diseases, parasites, forest communities, causes of malformation, methods of silviculture, and ecological concepts as the boys could understand them. Fire fighting was discussed by a representative from the State Department of Forestry, and under his direction the boys learned how to construct a fire line. In addition the products, services, and values

of the forest were discussed in varying degree.

The greater part of the work consisted of pruning and thinning of young white pine and hemlock stands up to about seven feet. The boys were shown why pruning is necessary and how thinning is as essential as pruning to produce clear straight logs. Although considerable supervision was necessary throughout this operation we sought to train the boys to make their own decisions as to what trees should be thinned or cut out.

In the hardwood areas stand improvement was confined to hard maple, oak and ash. Large 'wolf' pines and over mature hard maple were girdled to release or develop either soft or hardwood understories, and seedling areas were released where possible.

Approximately 25 years ago, several thousand red pine were planted in the area. At present these trees average from eight to ten inches DBH (Diameter Breast High), and show rapid growth rates which only recently have begun to slow down. A big start was made in the pruning of this area, one of the more valuable forest areas on the property.

The final part of the forest program was a small lumbering operation in

which two trees were selected for cutting by the boys. The boys did the entire job; putting in the undercut, felling, limbing, bucking into 16 foot logs, skidding by hand to a loading dock, and loading on a camp truck. During this stage of the operation they were shown how to select the trees, estimate volumes, measure volumes with a cruise stick as well as with volume tables, and to allow for cull. Seven logs were obtained from the two trees, and the boys estimated a volume of 810 board feet. Next they accompanied the logs to the mill where they watched the sawing process, and returned to camp with 833 board feet of new boards.

It will be argued that a project of this type requires that the counselor in charge have a background of forestry. Within limits this is true, and it certainly helps. However, because of the increasing importance of good forest management, numerous organizations are available at all levels of state government which are willing and happy to supply competent advice and help at the drop of a tree. The State or Extension Forester's time is limited, and the camp personnel taking on this job must resign itself to some outside reading if it is not familiar with forest terminology or practice. Again, a large number of non-technical publications are available from federal and state agencies, as well as from industry.

In many ways this forest improvement work was the most interesting and productive part of the boys' summer. They enjoyed it, and worked hard and enthusiastically in all weather. The value of the experience to them is not measureable in ordinary terms. The value to the camp in terms of good lumber, healthy forest land, is measureable and will increase as the program continues. The value to the forest itself is not apparent in the near future, but in terms of forest health, improved growing conditions, reduction of harmful competition, and increasing interest on the part of the owners, this value is great.

It will require a number of seasons for the entire camp area to be covered, but a start has been made, and even one year will show an improvement.

The greatest expense of such a program is only of time, and such work is certainly well within the ability of any camp, and should be a part of the moral reason for any camp's existence.

**Camping Magazine, April, 1953**



## Better Camp Counseling

PROBLEMS related to securing, training and utilizing camp counseling staffs to best advantage are common to nearly all camp directors, is the consensus of a group of ACA members in the Michigan Section who considered this subject for an entire day at a recent meeting of the Section. The major problems they face, and suggestions from the group as to ways in which the problems can be solved or alleviated, are given in this article based on the report of the meeting.

**Q.** *How can we select and use 17 and 18 year old high-school graduates as junior counselors, counselors-in-training, etc?*

**A.** It was felt that well selected young people from this age group can be useful in camp, but that they need carefully defined assignments and continuous support from a responsible staff member. It was agreed that these junior staff members should operate only as program assistants, and under no circumstances should they be responsible for a cabin group or any other assignment which would involve handling of camper relationships and similar topics.

**Q.** *How can we best handle the problems of program-specialists vs. cabin counselors, such as "status," hours of duty, time off, salary, etc?*

**A.** The feeling of the group was that although both groups are equally important to the camp staff, cabin counselors are in essence (or need to be) more highly skilled than many program specialists. The suggestion was that camps need to define and then go ahead and train a group of young

college people in the area of "human relationships," the subtle and highly skilled job of helping individuals and groups to relate to each other and become self-directed, democratically operating units within the camp structure.

**Q.** *How can we find ways to handle problems of camp staff pay and ways to raise it, as well as ways to reach those young people who are looking for deeper compensations in camp work?*

**A.** Consensus was that study is needed to determine exactly why camps don't reach more applicants from whom to select staff, and why there is such a heavy turnover in staff from year to year. It was agreed camps must accept the fact that staff will come primarily from the younger age group, and will be with us, by and large, only during their college years. Another feeling expressed was that camps have not really explored the sources for older, more mature counselors; teachers, for instance. The group recommended strongly that the ACA Section should operate a counselor referral service.

**Q.** *How can camp administrative structure be improved so that counselors receive real support and help?*

**A.** It was reiterated that staff training begins with the initial interview with a prospective counselor and is a continuing process through correspondence, pre-camp meetings, organized staff training on the camp grounds just prior to the opening of camp, in-training during the camp season, and the entire evaluation process. It was pointed out that camps must sharpen

their tools of interviewing, balancing what they attempt to get from the prospective counselor with what he should get from the interviewer, to the end that when the final agreement is written it is without a shadow of a doubt a mutual enterprise. The feeling was expressed that new and improved ways of counselor guidance would not only improve counselor performance for the camp, but also add to their own fun of learning and growing in skills with people:

**Q.** *How can we better relate training programs for teachers, counselors, recreation workers and group workers to camps?*

**A.** The consensus was that camps need to be in closer touch with such groups, that camps can assist them in field-work or field-practice experiences, and that at the same time closer contact would give camps a good source for staff members.

**Q.** *How can we improve the job of counselor evaluation by the camp, and of camp evaluation by counselors?*

**A.** To do an effective job a camp needs yardsticks of measurement — objectives, job descriptions, standards for job performance, observation and recording procedures, and face to face conferences. An atmosphere and environment must be established which "frees people for expression." Camps must think of evaluation as a continuous process, and establish a framework in which this can become a reality. It is a time-consuming job requiring infinite patience and ample allotment of time, but a very necessary and helpful one if properly done.



**How one camp used  
quickly constructed**

## Prefabricated Buildings

**O**TETIANA Council, Inc., Boy Scouts of America, serving Rochester and Monroe County, N. Y., reports making effective use of prefabricated, vertical, cedar half-log buildings at its new 3,000 acre Adirondack "Massawepie Camps" near Tupper Lake, N. Y., and at its Cutler Scout Reservation just outside Rochester.

Following a successful financial campaign to enlarge its camping program, the Council found it necessary to establish a going camp between November and the following June. Adirondack temperatures prevented beginning construction at the new Massawepie Camps before April 1952, leaving only three months to bring a 300-boy camp into actuality.

A series of conferences between Otetiana Council engineers and architects and representatives of Universal Homes & Wood Products, Inc. resulted in designing of a T-shaped Central Lodge and Dining Hall 38 x 90 feet, accommodating 300 persons, and a

kitchen and storage section 28 x 40 feet, using Brownlee prefabricated wall construction built around independent pilasters which carried the 38 ft. trusses and heavy roof structure.

The main lodge was started about April 22nd, 1952. The superstructure was up in two days and the walls were all set in place in three or four more. Roof trusses were assembled in two days. Roof boards on the Mess Hall were completed in two days and roof boards on the kitchen wing in about the same time. The actual roof took approximately a week on the Mess Hall and kitchen.

The Mess Hall was completed about May 24th, or approximately one month after starting, using three men. Additional buildings erected and completed by the June 26th deadline included a 16' x 16' Cook's Quarters, and a 16' x 30' Canteen or Trading Post. Some work was also done on the shower bath during this time.

The buildings have caused universally favorable comment as to appear-

ance. Prefabricated buildings were also used at the Cutler Scout Reservation for three Troop Lodges. The Troop lodges and the large Central Lodge were constructed on concrete block walls and cement slab; other buildings had wooden floors and were placed on concrete block piers. Each Troop Lodge accommodates nine double-decker bunks in a large bunk room with fireplace and has a smaller kitchen and dining alcove in the rear. The prefabricated construction was flexible enough to meet all needs as to space of doors, windows, counters and partitions.

According to Frederic Wellington, Scout Executive: "A comparison with costs of structures now being built in other camps seems to show that the prices are not out of line, when the saving in labor is considered against the cost of material. Certainly the structures were a fine answer to our need for rapid construction, and we continue to receive very favorable comment on their appearance."

Save —  
Store properly —  
Plan use of —

## Left-over Foods

By RUTH ISSERMAN

**A**FTER EACH MEAL the kitchen manager will have to decide what to do with the left-over food. Very little food need be thrown away. Most of it can be used to good advantage if it is properly stored and kept in the deep freeze or walk-in and planned for.

Every once in a while we serve left-over food for an evening meal to the entire camp. The food can be put on trays at the serving windows. Campers come up to the window and help themselves cafeteria style. Ask the program director to have two cabins at a time come to each window. Small amounts of left-over food which cannot be used this way may be taken to the counselors' cabin for the counselors to eat at night.

### Deep Freeze

Left-over food put in the deep freeze should be labeled and a list of items made. As food is used up cross it off your list. A new list needs to be made about once a week. Try to use the food up soon. Write on your kitchen work sheet when you will use it. Change the menus if necessary. Otherwise the deep freeze becomes too crowded.

### Walk-In Cooler

Food you can use within a few days should be put in the walk-in cooler, with the exception of food you might want to send to the counselors' hut. This might include salad or desserts you can use at the diet table if you have a diet table. It might be a little bit of food you may cook for the help table. The men sometimes like the left-over potatoes on days salads are served as a main dish. We send left-over desserts and salads we do not need in our meal planning to the coun-

selors' hut for counselors to eat at night.

### Ice Box

We keep one shelf with small dabs of left-overs we might use for lunches out, etc. We keep another shelf with left-overs we plan to give to the counselors.

### Use of Left-Over Foods

*Baked beans, Rice, or Any casserole dish:* These can be frozen and used at a cafeteria supper for the entire camp or for the help table, or kept for after camp when small numbers of people are served.

*Chicken and veal:* Can be saved and used in a salad or for a party.

*Cocoa:* Can be saved and used at the next meal.

*Eggs:* Try to serve eggs to camp on a weekend near the time you make potato salad. Left-over fried, boiled, or scrambled eggs can be used in potato salad, chicken salad, etc. Scrambled eggs can be ground in meat grinder and used in meat loaf.

*Fruit juices from canned fruit:* Can be saved, mixed together and used in refreshments served to campers at night. Add bottled lemon juice to pep it up.

*Giblets:* Can be saved from several meals and used for a supper with giblets and rice or can be served with chicken. To cook with rice, cook rice in juice that giblets have been cooked in. If necessary add some chicken soup for flavoring, cut up giblets in rice.

*Gravy:* Do not throw away left-over gravy or beef juice. Beef gravy and juice can be used to flavor hamburgers or meat loaf. Other gravies may be used for flavoring, a base in Chop Suey, goulash, stew or hash. Use your judgement; the wrong kind of gravy, of course, could spoil your mixture.

*Ice cream:* Can be kept until there is enough to serve the entire camp, or for a counselors' Saturday night party, if they want ice cream. Mixture of left-over ice cream can be used at one meal for campers.

*Lettuce:* When you serve lettuce wedges, plan to serve a tossed salad the next day. The outside leaves and wedges not used can be used in a tossed salad.

*Mashed potatoes:* Can be made into potato pancakes. They can also be warmed over in the double boiler. Boiled, baked, or browned potatoes can be fried with onions. Potato salad cannot be frozen in the deep freeze.

*Meat:* Can be frozen and used in many ways; veal in salads such as chicken or chef salads, hash, or chop suey; weiners in chef salad, hash, or chop suey; sliced meat for sandwiches. For suppers when most campers are on trips and you have to feed small groups who have not gone out of camp.

*Vegetables:* All vegetables can be kept. They can be frozen and be re-used. We use them for a meal to campers where we serve many kinds of vegetables, at a cafeteria style supper, at the help table, kept for after camp, or reused when some vegetable is being served.

*Salads:* Can be used at the diet table. If you have several different kinds of salads left over in good condition add more fresh food and serve to entire camp.

*Trips and counselors' lunches:* Small amounts of some foods that are too small to use in the dining room can be used for counselors' lunches out of camp and for trips. Fresh fruit of all kinds, deviled eggs, cold meat, cheese, etc.



# 1953

## Red Cross

### Aquatic Schools

**O**FFERING a unique opportunity for training counselors for camp waterfront activities, 29 aquatic and small craft schools have been scheduled by the American Red Cross during the summer of 1953.

Most of these 10-day sessions will be conducted in June, prior to the opening of the regular camping season, to provide instructor and leadership training that will prepare graduates for service in camps and with community groups.

Now in the 32nd year of operation, these intensive training schools are especially suited to the needs of camps because of the opportunities for training in skill improvement, effective teaching methods and techniques, and camp waterfront leadership.

The informal atmosphere and experience of camp life at the schools also gives students and faculty members a rich opportunity to exchange ideas and experience on specific problems relating to camping.

As in the past five years, four schools will be devoted exclusively to instructor training in boating, canoeing, and sailing. Graduates of these schools will be qualified to teach the recently developed Red Cross certificated courses in these subjects. No formal swimming or life saving training is available at these specialized schools.

At the aquatic schools, students receive training in swimming, life saving, boating, canoeing, first aid, and leadership. They may enroll for instructor training in either first aid or water safety.

Men and women are eligible to enroll in the aquatic schools if they are 18 years of age or older, in sound physical condition, and plan to use

this training to teach others. Persons enrolled for water safety instructor training should be reasonably strong swimmers. To attend the small craft school students must hold a current Red Cross certificate as a Water Safety Instructor, Senior Life Saver, or Swimmer, or the equivalent. Those who have had no experience in small craft work should have at least one year of aquatic school training.

Dates and locations of the schools scheduled for 1953 are as follows:

#### Eastern Area

- Camp Kiwanis, South Hanson, Mass.—June 14-24.
- Camp Pequot, Norwich, Conn.—June 16-26.
- Camp Trail's End, Beach Lake, Pa.—June 16-26.
- Camp Silver Lake, Silver Lake, N. Y.—June 14-24.
- Camp Lutherlyn, Prospect, Pa.—June 13-23.
- Camp Limberlost, LaGrange, Ind.—June 14-24.
- Camp Child, Buzzards Bay, Mass. (Small Craft)—June 15-25.
- Camp Tevya, Brookline, N. H.—June 14-24.

#### Southeastern Area

- Camp Carolina, Brevard, N. C.—June 8-18.
- Camp Carolina, Brevard, N. C.—Aug. 24-Sept. 2.
- Camp Roosevelt, Chipley, Ga.—June 9-19.
- Tennessee A & I, Nashville, Tenn.—June 16-26.
- Northwestern State College, Natchitoches, La.—May 31-June 9.
- (Small Craft School—dates and location not determined.)

The all-inclusive fee for the 10 days of training ranges from \$40 to \$45 and covers board, lodging, texts and materials, emblems and insignia earned. Further information and applications for enrollment may be obtained from local Red Cross chapters or from the directors of First Aid and Water Safety in Red Cross area offices located in Alexandria, Va., Atlanta, Ga., St. Louis, Mo., or San Francisco, Calif.

#### Midwestern Area

- Lake Murray, Camp No. 2, Ardmore, Okla.—June 3-13.
- Camp Heffernan, Towanda, Ill.—June 7-17.
- Woodland Summer Camp, Eagle River, Wisc. (Small Craft)—June 10-20.
- Lake Okoboji Lutheran Camp, Milford, Iowa—June 14-24.
- Owasippe Scout Camps (Camp Beard), Whitehall, Mich.—June 14-24.
- Texas State College for Women, Denton, Texas—August 12-22.
- Lake Poinsett Methodist Camp, Arlington, S. D.—August 16-26.
- Lake of the Ozarks Camp 2-C, Kaiser, Mo.—August 19-29.
- Lake Geneva Naval Camp, Lake Geneva, Wisc.—August 19-29.

#### Pacific Area

- Camp Millwood, near Fresno, Calif.—July 1-10.
- Camp Tulequoia, near Fresno, Calif.—June 18-28.
- Twin-Echo, near Coeur d'Alene, Idaho—June 17-27.
- Granite Dells, near Prescott, Arizona—June 7-17.
- Beaver Lake, near Seattle, Wash.—June 15-25.
- Emerald Bay, Catalina Island, Calif. (Small Craft)—June 20-30.

Camping Magazine, April, 1953

# ACA NEWS

## Allen Cramer Named Chairman of ACA 1954 National Convention

Announcement has been made of the committee chairmen for the 1954 ACA National Convention to be held February 2-6 at the Hotel Statler in New York City. Allen Cramer, General Chairman of the convention, heads up the Steering Committee now at work on plans for the conference.



*Allen Cramer*

The program division of this committee is co-chaired by Arthur Selverstone of the School of Education of New York University and Herman Baar of Camp Wenoah. Co-chairmen will also share the responsibility of the Operations Division. They are Max Oppenheimer, Surprise Lake Camp, and Howard Lilienthal, Camp Winnebago.

John Dreason, Children's Aid So-

ciety, and Otto Rosahn, Camp Birchwoods, will work together on the necessary job of directing the Finance Division.

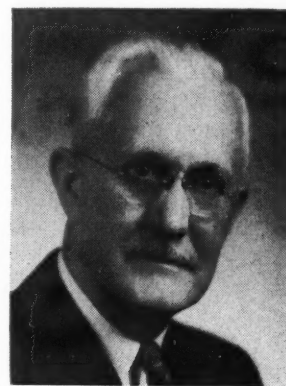
Public Relations for the National Convention are being directed by co-chairmen Frederic Lewis of the New York Herald Tribune Fresh Air Fund and Ethel Bebb of Redbook Magazine.

Exhibits Committee chairman, James W. Moore, Camp Beechwood, reports that more than half of the commercial exhibit space has already been sold.

Allen Cramer, who has the job of correlating the efforts of all the committee chairman, has had camping experience as director of a camp for the New York Diabetes Association, director of Camp Vacamas for the East Side Vacation Association and Camp Poyntelle for the Infants Welfare League. He and Mrs. Cramer now own and direct Camp Somerset, a private camp for girls in Maine. Mr. Cramer studied at Temple University, The New York School of Social Work and obtained his master's degree in Camping Education at New York University.

The 23rd National Convention of the American Camping Association promises to be one of the biggest and best yet. Make a note on your calendar to attend the convention on February 2-6, 1954.

attended by camping people from North and South Dakota, Nebraska, Kansas, Missouri, Iowa, Minnesota, Wisconsin, and Illinois. In addition, many ACA members who were unable to attend other regional conventions,



*Ray E. Bassett  
Region V Convention Chairman*

will want to share in the valuable sessions and fun of the final conference of a series of highly worthwhile regional conventions.

## Food Service Booklets Ready

Three food service bulletins published by New York State College of Home Economics at Cornell University, are now available. "Camp Food Service Management" \$.25, by Dorothy M. Proud, replaces "Camp Kitchen Management" with a revision and expansion of the material found in the original booklet.

"A Central Camp Building for Administration and Food Service" \$.25, by Ruby Loper, Dorothy Proud, Agnes Carlson and Paul Hoff, deals with the space required for food service and the kitchen equipment needed. Methods of construction and appearance of the buildings are considered.

"Quantity Recipes" \$1.00, by Marion Wood and Katharine Harris, gives recipes for 50 and basic guides for quantity food preparation for service in small institutions, schools, camps and community groups.

All three booklets are available from Mailing Room, Roberts Hall, Ithaca, N. Y., on receipt of necessary remittance.

## Wisconsin Host to Last of the Regional Conventions

The final Regional Convention will be held April 29-May 2 at Green Lake, Wisconsin. The late scheduling of the Region V convention will enable a good part of it to be held outdoors in the attractive setting of the American Baptist Assembly Grounds.

Final program plans include general sessions, kindred group meetings, over 30 workshops, counselor training sessions, demonstrations including campcraft and Indian lore, and exhibits.

The April 29 meetings will hear talks by Barbara Ellen Joy, owner of the Joy Camps and past-president of ACA, and Douglas Monahan, Youth

Secretary of the Illinois Area YMCA.

Kindred group meetings highlight the program for Thursday, April 30 along with Section meetings and a "Hoe Down" for all.

A Paul Bunyan Breakfast will start off the convention activities planned for Friday, May 1. Panel discussions, workshops, and an Indian Ceremonial Campfire are also scheduled.

The final day of the conference, Saturday, May 2 will be devoted to counselor training sessions and a talk by Dr. John Wanamaker, naturalist and writer, of Principia College.

The Region V Convention will be



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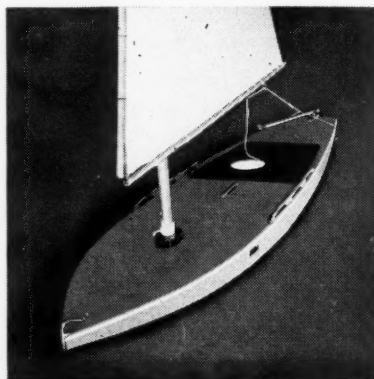
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## ACA NEWS

### Camp Planned for Diabetic Children

A camp for diabetic children will open for the fifth season under the auspices of The Chicago Diabetes Assn., Inc. from July 21 to August 10 at Holiday Home, Lake Geneva, Wisc.

In addition to the regular personnel of the camp, there will be a staff of dietitians and resident physicians, trained by the Association in the care of diabetic children.

Boys and girls, ages eight to 14, will be accepted at a fee of \$150. which covers the three-week camping period and transportation from Chicago. Applications may be obtained from Service Unit, Chicago Diabetes Assn., 110 South Dearborn St., Chicago 3.

### American Camp Week, April 20-26

**A** MERICAN Camp Week, April 20-26, is the time each year when camping people point up their year-around publicity campaigns and tell the public just how big camping is and what a good job it is doing. This year ACA Sections and individual members will be working to make the public increasingly camp conscious. Localities all over the country will be the scene of all or many of the following activities designed to make the public sit up and take notice of camping.

Mayors or Governors will officially proclaim American Camp Week and newspapers will carry publicity and feature stories on both private and organizational camping in their vicinity.

Local radio and television stations will carry news and programs about camping and sporting good stores will feature camping equipment. Meetings of women's clubs, PTA, church groups, and business men's clubs may be devoted to sessions on how the members can improve camping. Some camping scholarships may come from these meetings and there will certainly be awakened interest in camping.

Many camps will hold camper reunions during American Camp Week, either at the camp site or in-town. Others will hold family outings at the camp with a big cook-out for all.

Many schools will feature camp activities during the week. Movies and

**Camping Magazine, April, 1953**



# ACA NEWS

slides taken at camps nearby will be shown in school assemblies and classes will work together on projects related to camping.

Don't be surprised to see what looks like a pioneer camp set up in a local park. Such camp sites will spring up during camp week to demonstrate actual camping skills to the public.

Stores all over the country will set up additional displays and allot booth space to Scouts, "Y" groups, Camp Fire Girls, etc.

ACA Sections and members will be working to bring organized camping to the public's attention during American Camp Week for they all realize that the concentrated efforts of people connected with every form of camping, private, organizational, school, and church, will also be devoted to publicity for camping. ACA's goal of "Better Camping for All" will be realized more quickly if the public supports camping and the more public knows the more support camping will have.

## Dates Ahead

April 13-19—National Boys' Club Week.

April 19-25—National YWCA Week.

April 20-26—American Camp Week.

April 29-May 2—Region V Convention, Green Lake, Wisc.

June 8-13—ACA Central New York Section Leaders Training Camp, Hidden Valley Camp, Watkins Glen State Park, N. Y.

June 15-22—Trip and Camp-crafts Counselor Training Conference, Blazing Trail, Denmark, Me.

June 21-28—Canoeing and Sailing School, Camp Kehonka, Wolfeboro, N. H.

Feb. 2-6, 1954—ACA National Convention, Hotel Statler, New York City.

## Canoe Trip Guide, Map Offered

The US Forest Service has prepared an attractive guide to canoe trips in the Superior National Forest. The booklet describes the territory and gives some of its history. General information on equipment, food supplies, safety, and camp sites is included.

Twelve canoe routes are mapped

out, giving distance and actual traveling time. The scenery and fishing opportunities found along the routes are also noted. The routes described are shown on a detailed map inserted in the booklet.

Interested camp people may obtain copies of "Canoe Routes — Superior National Forest" from the Forest Supervisor, Federal Building, Duluth, Minnesota.

## How To Delight Campers Boost Enrollments, Too!

OVER 900  
CAMPS USE  
THE  
NRA PROGRAM



Here's an easy, inexpensive way to delight campers and thus increase camp enrollments: Set up a safe rifle range now. Feature the NRA's popular Summer Camp Shooting Program this summer.

It's a program your campers will welcome. For, traditionally, boys—girls, too—find rifle shooting a thrilling, stimulating sport. And it requires only a relatively small investment to get started!

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The cost? Only \$5.00 for the complete package. Your NRA charter entitles your camp to these and many other important benefits and services.

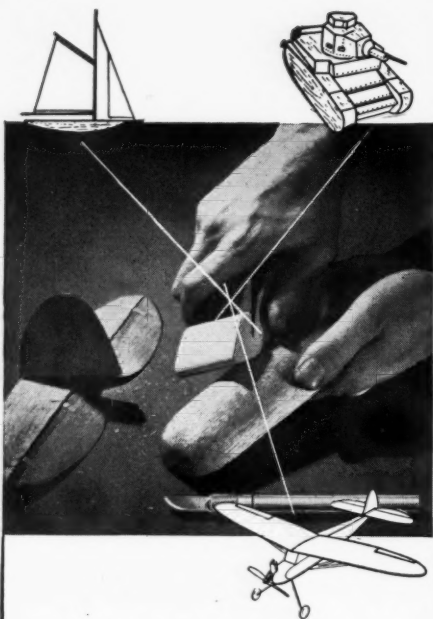
**A rifle program, properly conducted,  
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CAMP  
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## ACA NEWS

### Leaders' Courses Scheduled

Opportunities for training and outdoor experiences for women leaders of all kinds of groups — organization or private camps, in-town groups, or clubs — will be offered this summer at Derrybrook in southern Vermont.

Two of the training periods of interest to camping people are:

June 11-21, camp leadership training course in skills, program activities and nature, designed for inexperienced counselors. The fee for the ten-day course is \$50.

September 21-28, a period of relaxation, talk, advanced skill training, and outdoor fun open only to camp leaders with three or more years of administrative experience. The fee for the week is \$35.

Derrybrook is directed by Catherine T. Hammett, ACA president, and Marie Gaudette, national Girl Scout executive. For further information on the courses write to Derrybrook, Box 97, Pleasantville, N. Y.

### Training Sessions Set for Counselors

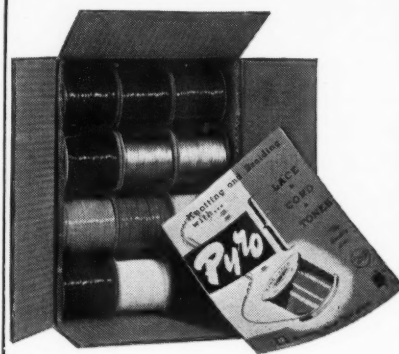
The New Jersey State School of Conservation at Branchville is offering a series of spring week-end programs and summer courses on conservation and education.

Two of the school's spring conferences which will be of interest to camping people are:

May 22-24, Intercollegiate Science Conference. Highlights of this week-end will include natural science field trips conducted by outstanding leaders in the field. A program and application form may be obtained from Mr. Herman Lepp, State Teachers College, Newark, N. J.

June 5-7, Intercollegiate Camping and Outdoor Education Conference. Counselors, camp directors, ACA members, and all others interested in any phase of camping are welcome. The week-end will offer on-the-spot training in skills, outdoor cooking, nature, handicraft, etc. Write to Mr. Edward J. Ambry, School of Conservation,

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Camping Magazine, April, 1953



## ACA NEWS

State Teachers College, Upper Montclair, N. J. for further information.

The summer courses offered by the school will begin June 19 and continue through September 6. Courses, taught in outdoor classrooms, will include water safety, camping education, and arts and crafts. Both undergraduate and graduate credit will be offered. For information and registration write to Mr. Ambry.

## Nature Workshop Planned in June

A nature workshop, planned for camp counselors, will be held at the Morton Arboretum in Lisle, Ill. on June 14 to 27. While the workshop will offer field trips, games, crafts, songs, and teaching devices, the emphasis of the two-week program will be on nature study.

The workshop will, like other Arboretum activities, be a non-profit venture. Participants will pay only for their living expenses. Information will be mailed to camping people upon request to the Morton Arboretum.

## Camping Magazine Now Indexed

Word has been received that CAMPING is now indexed in THE EDUCATION INDEX. This resulted from a growing number of requests for information on camping that have been received by librarians throughout the country. Such requests are reported to the publishers of THE EDUCATION INDEX and determine the inclusion of periodicals in the publication.

THE EDUCATION INDEX is published by the H. W. Wilson Co., New York City, and is on file in most public libraries.

Inclusion of CAMPING MAGAZINE articles in the index will facilitate research work on program, camp operation, maintenance, etc., by camp directors, camp staffs, and students. All articles appearing each month will be classified by subject matter.

Camping Magazine, April, 1953

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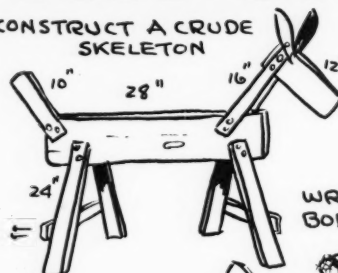
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## HIDE AND SEEK A "HOMEGROWN" DEER

CONSTRUCT A CRUDE  
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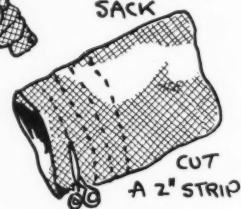
ONE PLAYER  
HIDES DEER  
— REST TRY  
TO FIND IT —



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Did you know that you can hold a "Deer Hunt" right in your own camp with a deer that you make yourself? We have a lot of fun letting a camper hide the deer while everyone is busy, and then announcing that the first one who can find the deer will get to hide it next!

Our deer's body is made from 1 x 4 inch boards 28 inches long. (Any light rough boards will do.) Then we nailed on four 24-inch lath legs, spread apart like a carpenter's saw horse, and

braced with a cross brace like the cross in the letter A. Use lath or shingle nails to nail on a 10-inch tail strip and a double 16-inch brace for the 12-inch head board. Whittle a pair of branches and nail them on for antlers. Tack on large cardboard ears, and wrap the body with a long two-inch-wide strip of burlap cut by going around and around a burlap sack. Paint on large black eyes, and the homemade deer is ready to hide and seek!



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- How can we have a flyless camp?
- How can we eliminate mice and rats quickly?
- How can we use those new chemicals for the septic tank? How does it eliminate pumping?

Yes, and another 128 "How's." One for each of the products manufactured by us. Write us regarding any particular "How."

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## ACA NEWS

### Picture Contest Planned for Camp

A summer camp photography contest of special interest to camp directors has been announced by The FR Corporation, New York. The contest is open to all boys and girls attending private or organizational camps.

The contest will stimulate interest in an active photography program, including picture-taking, developing and printing, and nature study will take on new importance through camera trips. National and regional exhibits of outstanding photographs will provide dignified publicity for participating camps.

Awards will be made in the following categories: Group activities in camp, Waterfront activities, Animals and birds, Flowers and trees, Camp buildings, Interiors, Scenic views, and Individuals. An FR Home Developing and Printing Kit (retail price, \$8.15), which contains necessary chemicals and equipment, will be awarded for each of the five best pictures in each category, making a total of 40 kits to contest winners. A top award, which will be a four-week scholarship in camp in 1954, will be given for the outstanding Camp Picture of 1953.

Contest judges will be selected by FR from among experts on outdoor photography. Under contest rules, entries must be submitted by August 3. Prize-winners who have developed and printed their pictures with FR photographic chemicals or equipment (as attested to by a statement signed by the camp director) will receive an extra prize of a new FR enlarger (retail price, approximately \$25.00).

Names of contest winners will be announced August 20. Winning pictures and honorable mentions, with camp name accredited, will be released to newspapers and periodicals. The pictures will also be shown at exhibits to be set up in key cities in the fall and winter.

Camp directors who would like to have more information should contact Mr. Lawrence R. Fink, president, FR Corp., 951 Brook Ave., New York 56.

Camping Magazine, April, 1953

## News of Sections

### REGION II

Central New York Section will hold its annual Upstate Camp Conference on April 16-17 at the YWCA in Syracuse. In addition to the main speaker, Dr. Frank Lloyd, Executive Director of the Dept. of Hygiene at New York City College, several discussion groups have been scheduled.

Topics which will be discussed in these groups include: precamp train-

ing, program, health, administrative records, facilities and planning, and camper participation in program planning.

The theme of the conference is "Achieving Camping Objectives."

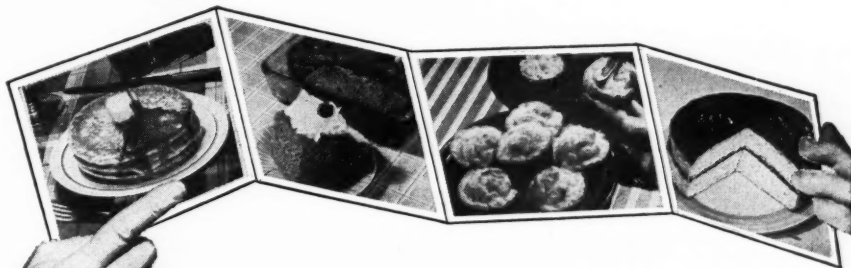
New Jersey Section heard a lively camper panel discuss what they liked and didn't like about camping at its March 12 meeting in Newark. The campers, much to the camp directors' satisfaction, generally agreed that camp was wonderful and contributed



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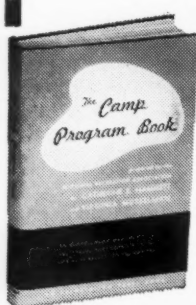
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**ACA NEWS**

several worthwhile program suggestions.

The April 14 meeting of the Section will be held in Plainfield. The Section has found that by holding its meetings in different towns in the North Jersey area, more members are able to attend.

New York Section met on March 17 at the Herald Tribune Auditorium. The meeting's topic was "The Camp Staff — Selection, Training, and Evaluation." Several ACA members explained their successful procedures and the audience contributed additional opinions as well as questions directed at the panel.

The Section also heard a short report on a new insurance plan and news on progress of Section activities.

**REGION III**

Lake Erie Section met on March 10 to hear Mr. Ray Fisher, Associate Professor of Social Group Work at Western Reserve University, discuss "How to Improve Camp Program by Grouping Children in Camp."

The Section's Spring Workshop Caravan will be held on April 18 and 19.

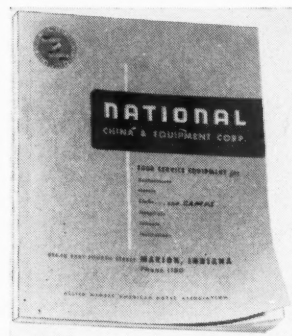
The Lake Erie Section has invited the rest of Region III to hold its 1955 Regional Convention in Cleveland. This action was unanimously approved by the Regional Advisory Board. Mr. James F. Whyte of the YMCA has been selected as 1955 Convention Chairman.

**REGION V**

Chicago Section considered the question of Health and Safety in Camp at its March 19 meeting. The topic included such questions as what type of insurance is necessary, how to prevent accidents, what type of infirmary is needed and what steps to take in case of an epidemic.

"Better Camping Through Better Training" will be the theme of an all-day meeting to be held on April 11 at the Winnetka Community House. Hugh Ransom, executive secretary of the ACA, will be the keynote speaker. Directors have been asked to bring their staff members to the meeting to hear the speaker and to participate in discussions on methods of staff training, programming, and director-counselor-camper relationships.

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## Do Things With, Not For Campers

Let's recognize when we deal with youth that they must have a part in the *purposing* if the project is to succeed. Almost before a youngster is old enough to walk he says, "Let me do it," and he pushes away the grownups in order that he may have a chance to try his strength and his ingenuity on a task.

From then on until he is grown, sometimes vocally, sometimes with a feeling of antagonism and irritability, he, by word and deed, pushes away adults and says, "Let me do it." Yet we grownups go on constantly attempting to do things *for* him, rather than *with* him. We need more doing with. We need more of the spirit of friendly teamwork between grownups and youngsters.

This teamwork of course requires a sympathy and a respect for each other. We cannot be impatient; we must not expect perfection. We have to learn, we grownups, to look at things through their eyes and be reasonable in our expectations. We cannot expect them to move with the

speed and with the sureness that grownups can.

You may ask, "Are young people willing and eager to have us work with them? Wouldn't they sooner be left to themselves?"

If we are going to do more things *with* youth, we must achieve a skill in working unobtrusively. We must stop expecting to be "appreciated" for the "sacrifice" we're making. If we're to succeed in working with youth we must be able to earn our place as a friend and cooperation—a fellow discoverer and adventurer with them. Some adults do achieve that relationship. More of us *could*.

—Walter McPeck

## Foods in Small-size Cans Aid Trip Menu Planning

If your camp is one which sends groups on hikes, trips or cookouts, you may find it wise to consult with your food supplier, at the time you order your quantity foods, regarding purchase of an auxiliary supply of a variety of items, packed in cans small enough in size as to be just the right amount for trip use. Many canned

food purveyors are making more and more of a specialty of putting up foods in this manner.

Some offer cans containing enough for four servings. Others are putting out lines containing just the right amount for individual servings. One company, for example, put up items such as beef, lamb and chicken stew, soups, spaghetti, etc., in this manner. The foods are already cooked, and need only heating through to make them ready for eating.

Beverages are similarly packaged. A suggestion made by the processors is that beverages be frozen in the cans prior to the trip, then packed with the rest of the trip food. By the time campers are ready to eat, the beverages have thawed to the point of refreshing coolness.

## T-Shirts Promote Camp All Year Long

Good quality T-shirts containing the name and/or emblem of your camp, which campers take home and wear during the non-camp season, are a good 12-months "bulletin board" advertising your camp at no cost to you.

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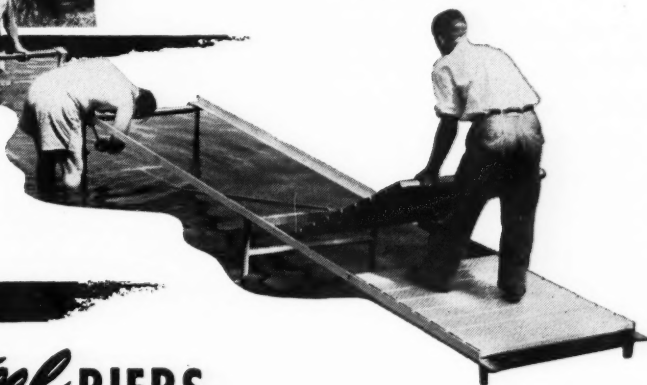


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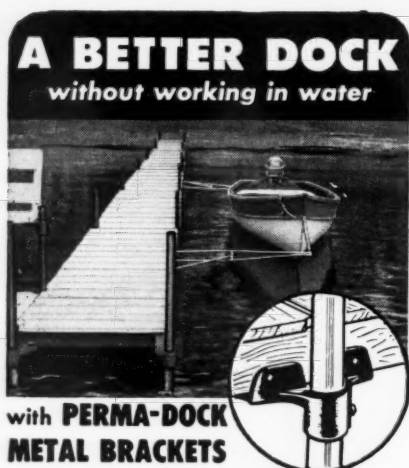
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**How to add a popular  
activity to your program**

# Try Bird Watching

By OWEN COMORA

FOR A comparatively small sum of money you can include bird study in your program. Experience shows that this activity will interest campers, intrigue parents and provide another worthwhile item in your overall camp program.

All the equipment you need is two pairs of field glasses (which you probably have for your nature program), some resource books, a counselor who knows something about the field, and the birds, which are free.

A bird study program is easily adaptable, can be instituted in any part of the country and in any kind of camp. But before setting up this activity there are certain questions which you would want answered.

First, will the campers be interested?

During eight years of bird study, I have worked with people from 5 to 35 years old. With the method to be described, my five year-old cousin found bird watching very interesting; a high school biology teacher was completely engrossed in the study; and many Boy Scouts adopted it as a means of identification. The significant thing about it is that the method of instruction never changes; only the language does.

Second, are there enough birds on the camp grounds to keep the campers occupied during the summer?

You may answer that question for yourself after looking over the lists of summer birds and the various types of land and water they frequent during the camping season. If your grounds contain the following land and water conditions, it is more than likely that the birds listed will abound there.

The following lists may be used as a guide in approximating the number of birds found in each area:

1. *Fresh water* (lakes, ponds, and

rivers with small rocks, bars and islands)

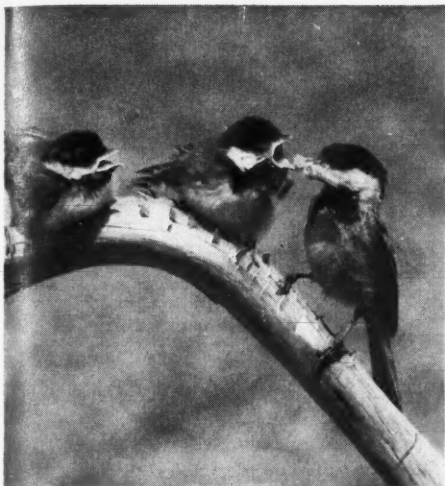
green heron  
black-crowned night heron  
mallard  
black duck  
spotted sandpiper  
rough-winged swallow  
barn swallow  
American egret  
little blue heron  
wood duck  
killdeer  
kingfisher

2. *Fresh-water marsh* (including cat-tails, grasses, scattered bushes, small pools, mud.)

green heron  
black-crowned night heron  
black duck  
barn swallow  
long-billed marsh wren  
yellow warbler  
yellow throat  
redwing  
swamp sparrow  
song sparrow  
American egret  
little blue heron  
American bittern  
mallard  
wood duck  
marsh hawk  
Virginia rail  
killdeer  
rough-winged swallow  
crow  
goldfinch

3. *Plains and dry fields.*

bobolink  
meadow lark  
grasshopper sparrow  
vesper sparrow  
field sparrow  
song sparrow  
sparrow hawk



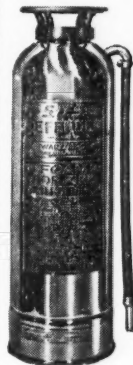
killdeer  
upland plover  
mourning dove  
crow

4. *Fields* with bushes and scattered trees under 10 feet.

catbird  
blue-winged warbler  
yellow warbler  
chestnut-sided warbler  
yellow-throat  
towhee  
field sparrow  
song sparrow  
sparrow hawk  
pheasant  
mourning dove  
yellow-billed cuckoo  
black-billed cuckoo  
flicker  
kingbird  
crow  
brown thrasher  
robin  
starling  
white-eyed vireo  
yellow-breasted chat  
cowbird  
indigo bunting  
gold finch

5. *Mixed deciduous growths*

flicker  
crested flycatcher  
wood pewee  
blue jay  
crow  
wood thrush  
red-eyed vireo  
black and white warbler  
oven bird  
redstart  
scarlet tanager  
red-shouldered hawk  
broad-winged hawk  
ruffed grouse  
whip-poor-will



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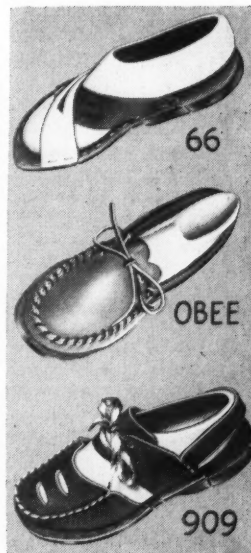
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crow  
black-capped chickadee  
prairie warbler  
towhee  
chipping sparrow  
field sparrow  
song sparrow  
red-tailed hawk  
great horned owl  
whip-poor-will  
hairy woodpecker  
catbird  
brown thrasher  
hermit thrush  
pine warbler  
yellow-throat

Though the lists are accurate, variations may take place. Some of the birds may not be found one year while others not named may be common in your area.

Third, you might ask, what equipment will be needed and how much will it cost?

The most expensive items on the lists would be the two pairs of field glasses. If the sum for the two pairs seems rather large, remember the investment is one which will last a lifetime.

Other equipment would be two field books. One of the best is Roger Tory Peterson's "A Field Guide To the Birds," Houghton Co., rev. ed., \$3.75. Three fine resource books are "Birds of America" edited by T. Gilbert Pearson, Garden City, \$5.95; "Color Key to North American Birds," Frank M. Chapman, Appleton-Century-Crofts rev. ed., \$5.00; and "Modern Bird Study," Ludlow Griscom, Harvard University Press, \$3.00.

And the final question would probably be, where will I find a counselor capable of instructing the subject?

Of course, it would be preferable to obtain an experienced counselor with a solid background in ornithology and it is not difficult to find one if your approach the right sources. Two fine con-

Camping Magazine, April, 1953

tacts would be area Boy Scout troops and bird clubs. Many of the older members of these groups are intensely interested in outdoor life, have good leadership ability, and a genuine will to teach others.

If your counselor is new, give him an opportunity to explore the area during the pre-camp training period. He could map out the terrain, note the various types of territory comprising the camp, line up good possibilities for nature trails, see which birds are nesting, etc.

When the campers arrive, the counselor should take them on a hike to familiarize them with the grounds, and the various species of birds to be found in each area. While on this hike, the leader should explain the three-fold method of identification — one camper spotting the birds and calling out identifying characteristics to



another who follows along with the description in a field book. There is always a third member of the team with a notebook who marks down the features described in the event that no field identification is made. These notes can then be taken back to the camp, where more reference books would be available.

It is interesting to note that by the end of the summer, campers are able to identify birds by sight and by sound as well.

Other bird study activities include boat trips to investigate nesting habits of birds such as the red-wing blackbird and the long-billed marsh wren; and feeding stations established on the grounds, giving the camper an idea of the foods eaten by various birds. Many other activities could be included in the program but they would be left up to the individual counselor's discretion and ingenuity.

Bird study is one of the new and exciting experiences camping should afford; experiences which the child may carry on after receiving the proper instruction, not only throughout the non-summer months but throughout his lifetime as well.

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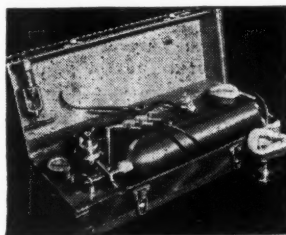
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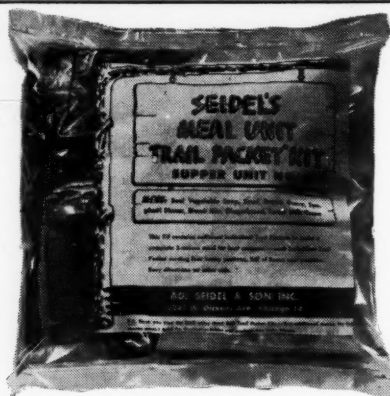
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## Choosing Tents for Camping Out

**A**SK practically any group of camp-age youngsters "Which would you rather sleep in at camp — a cabin or a tent?" Chances are you'll get about a 99 to 1 response "Gee, a tent, anytime!"

Ask the same group "Which would you rather do — spend all the time right on the main camp property or have overnight hikes and sleep-outs?" Again, you're likely to hear an overwhelming chorus of "Gee, we'd like sleep-outs and overnights. They're neat!"

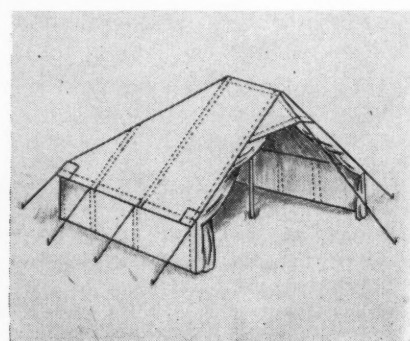
All of which points up the fact that for most youngsters, whether they sleep in tents or cabins while in camp, high points in their camp experience are the overnight or longer adventures in which they pitch their own tents, cook their own meals, and spend a day or two or three on their own in a woods location remote from the main camp.

Now is the time when tents which are in poor condition or not really suited to the intended use should be discarded and replaced by new equipment specifically designed for outpost use by boys and girls of camp age.

Choosing a tent design for your campers is to some degree a matter of personal choice. There are several kinds which are relatively widely used. Each kind has its proponents who claim that they "wouldn't go out in anything else."

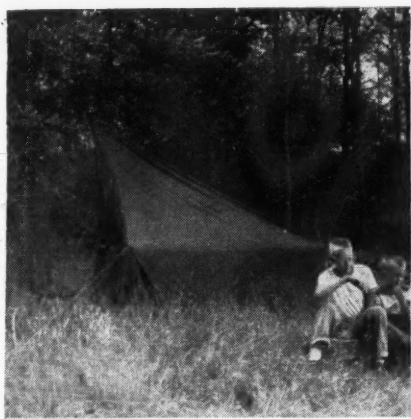
Three tents currently being offered for camping-out use are the Explorer, the Wilderness, and the Trailite.

The Explorer tent shown in the accompanying sketch is 8'6" wide and 7'6" deep. It is 7' high at the ridge and has 28" walls. Advantages cited



Camping Magazine, April, 1953

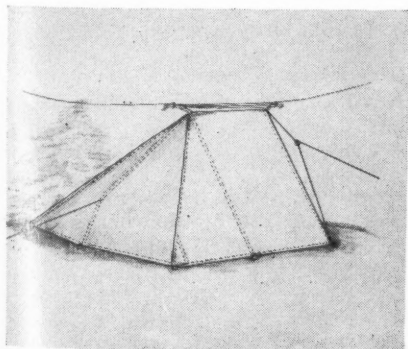




are adequate headroom, a screened window in the rear and extra ventilation provided by a screened opening under the front-door hood. This tent requires one center pole and a short ridge. Poles can be cut on the spot or the manufacturers will supply a sectional pole. Made of rugged 7.68 oz. per yd. material, the tent weighs approximately 32 pounds.

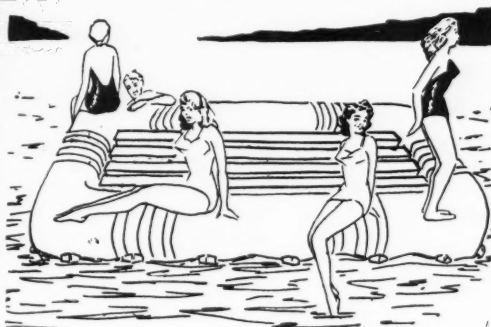
The Wilderness tent, shown in the photograph above, is 7'x7' in size. It rises to 8' at the front, and backwalls are 38" high. It has a sewed in, waterproof floor of the same material as the tent, designed to eliminate necessity of an extra ground cloth. It has a double fine-mesh netting which is cited as keeping out all bugs. This tent requires no poles, and is erected by tying a rope from the high front point to a tree and attaching three ground lines to any available fastening. A feature of this tent is its light weight, only about 10 pounds.

The Trailite has somewhat the same general shape as the Explorer, although on a different scale. It is 6' wide by 7' deep, and 4½' high at the ridge. Made of a lightweight but strong balloon cloth, with a permanent Zelan water-repellent finish, the complete tent weighs only four pounds. It is designed for easy pitching in a variety of ways, one of which is shown in the sketch, using materials which are available at the site.



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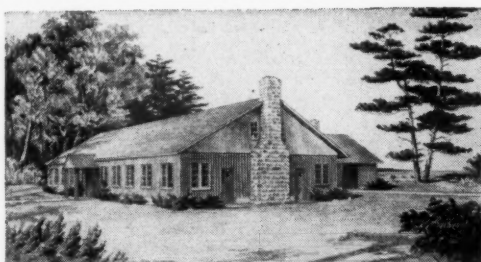
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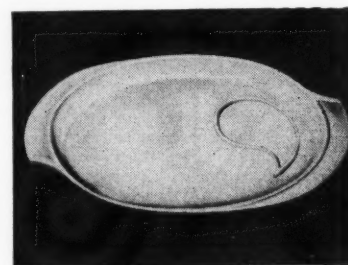
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### "Two-in-One" Platter Saves Space, Time

An 11-inch serving platter designed to hold sandwiches, salad, or pie and a beverage, has been introduced by Boonton Molding Co., Boonton, N. J. The platter will cut down the number



of dishes needed in serving this type of meal. It is made of the same plastic material as other Boontonware pieces and is said to stack easily and to be very rugged. The platter comes in seven colors and is also available without the cup partition.

### Easy to Use, Compact Snake Bite Kit Available

Immediate first aid for snake bites will be available if campers carry a Cutter Compak Kit manufactured by Cutter Laboratories, Box NN-7, Berkeley 10, Calif. The 1½ ounce kit contains three suction cups, a vial of antiseptic, a knife blade, a tourniquet tape, and graphic first-aid instructions. Described as being easy to use and effective for insect bites as well as snake bites, it is priced at \$2.00.

### New Detergent Designed For Plastic Ware

A detergent made specially for washing ware, Plasti-Wash, has been placed on the market by Richmond Oil, Soap & Chemical Co., 1041-1043 Frankford Ave., Philadelphia 25, Pa. The detergent may be used for either machine or hand dishwashing. It is described as eliminating all odors or after tastes. Constant use is said to prevent the formation of food stains and it may also be used in a solution to remove stains already formed. Camp directors may write to the company for a sample of Plasti-Wash and directions for use.

Camping Magazine, April, 1953

# Camp Suppliers

## Free Booklet of Recipes And Use of Rice Offered

"Rice . . . The Most Important Food in the World" is available to camp directors and dietitians from the Rice Consumer Service, 10th Floor, Realty Bldg., Louisville 2, Ky. The booklet describes the importance of rice to the world, its culture and processing. The section on nutritive value of rice includes information on its food value and methods of cooking to conserve maximum food value. Copies may be obtained from the Rice Consumer Service upon request.

## Sports Equipment Catalog Now Available

The 1953 W. J. Voit Rubber Corp. athletic equipment catalog is now available. The 32 page booklet contains all of the company's items for individual and team sports. Several new items are listed and there have been changes and improvements on many of the firm's standard products. Interested camp directors may obtain copies of the catalog by writing to W. J. Voit Rubber Corp., 1600 East 25th St., Los Angeles 11; or 251 Fourth Ave., New York 10.

## All-Purpose Hand Paint Ready for Camp Crafts

An all-purpose paint for craft work, Nu Media, has been introduced by Wilson Arts & Crafts, 323 South West 4th Ave., Faribault, Minn. The paint comes in powder form and is described as being adaptable for many types of craft work. It comes in a variety of colors, is reported not to stain clothing, will not spoil, and will mix readily. The company will send descriptive literature to camp directors upon request.

## Copper Wire Craft for Jewelry Introduced

Designs and copper wire for making simple jewelry are now included in Magnus Brush and Craft Materials selection of craft products. The attractive bracelets, necklaces, pins, etc., are described in the firm's 1953 catalog available from Magnus Brush and Craft Materials, 108 Franklin St., New York City 13.

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# CAMP

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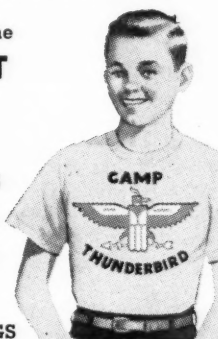
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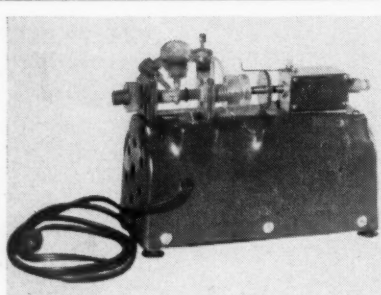
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## Planned Fire

**F**IRES cause headlines every summer as they strike throughout the country. They also are a vital concern for every camp director. Although every possible preventive measure, fire breaks, smoking rules, strict adherence to all fire safety precautions, etc., is followed, camp directors must make sure that their camps and campers are protected in case a fire does break out. Fire protection necessitates knowing what to do, how to do it and having the proper equipment with which to do it.

Local fire departments and state and national fire wardens are only too glad to give expert advice on what to do in case of fire. Camp directors should request their aid before camp opens. Have the fire chief or warden stationed nearest camp inspect the grounds and buildings. In the event of a fire, he will be able to work much more efficiently if he is familiar with the camp layout.

The fire chief will also be able to suggest the best areas for assembling campers, what equipment the camp needs and where it should be placed, where additional building exits and fire escapes are needed, and how to summon outside help quickly.

Fire wardens will also help set up plans for an in-camp fire fighting organization and fire drills. After camp is in session, they can demonstrate the use of fire-fighting equipment to all campers and staff.

### Equipment

All equipment should be tested regularly before and during camp. It should be located in easily accessible spots and the location should be known to every person in camp. The use of every piece of equipment should be equally as well known. A fire extinguisher that a camper doesn't know how to work won't put out a fire. Find out the nozzle size and hose connections used by the local fire company and tie in the camp water system so they can use it.

Camping Magazine, April, 1953

# Fire Protection

Fire protection equipment recommended for camps includes:

Alarm signal that can be heard all over camp on even the most windy day. Short blasts at regular intervals are considered better than one continuous signal.

Chemical fire extinguishers placed in every building. CO<sub>2</sub> extinguishers may be used in the kitchen without affecting food. Extinguishers should be selected to fight the type of fire that may occur in their location. They should be inspected regularly.

Portable fire pumps, designed to be worn like a knapsack, placed throughout camp. Be sure to have adequate water supply for refilling. These pumps may also be used to extinguish council-ring and outdoor-cooking fires.



American Forest Products

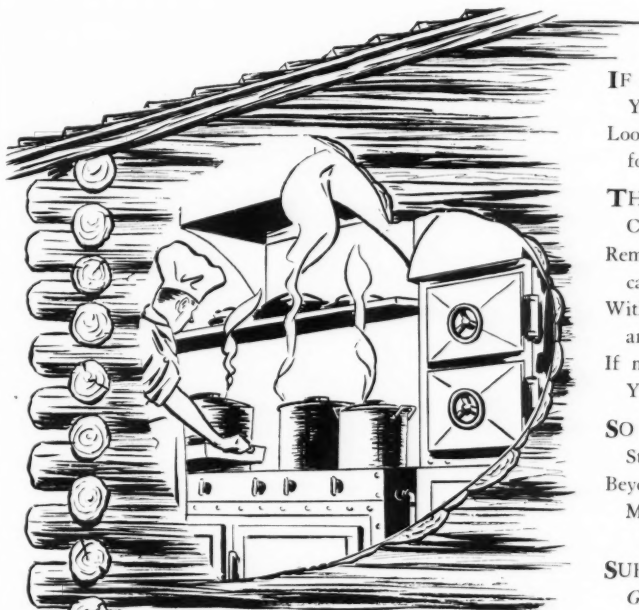
Georgia fire wardens fighting a man-caused fire using back-pack fire pumps of the type recommended for camp.

Fire hose, rubber, plastic or canvas, should be handy and kept in good condition.

Fire brooms, rakes, shovels, pails of water and sand should be kept in several stations throughout the camp grounds. Burlap sacks are also recom-

Camping Magazine, April, 1953

## The Heart of Your Camp Is in Your Kitchen



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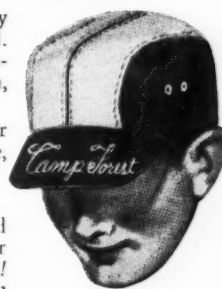
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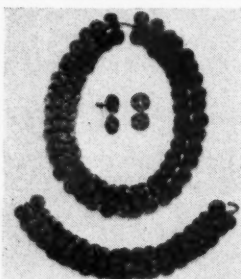
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**Fire Drills**

Fire drills should be carefully planned during the pre-camp training period. Frequent repetition during the camping season is the surest way to assure successful drills and, if a real emergency comes, the best insurance against fire losses, injuries, and panic.

Individual camps differ in the actual organization of drills, assignment of duties, signals, etc., but every camp should keep in mind the following suggestions:

Alarm signal should be used only for fire.

Arrangements should be made for quick notification of local fire department.

Have campers assemble in small cabin or unit groups. It is wise to have campers gather in accustomed groups. Be sure that plans are made for a speedy and accurate roll-call and that each group is adequately supervised.

The pre-determined area for assembly must be carefully selected. It should be open, near water, and possible to evacuate if necessary.

Specific jobs should be allotted in advance to specific people. Try to anticipate and solve every possible detail

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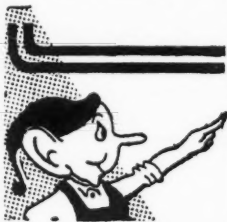
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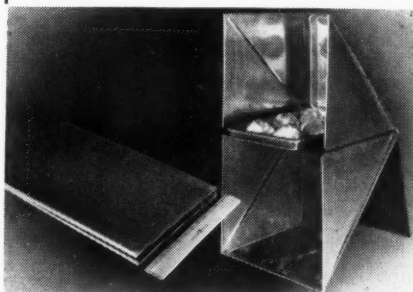
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that might come up during an emer-  
gency. Stress these details in training  
and during drills.

The in-camp fire-fighting organiza-  
tion should operate smoothly. Each  
camper and staff member must know  
where he reports, what his specific  
duties are, and the quickest and easiest  
way to accomplish his job.

Keep busy—remember this is the  
surest way to avoid panic. If campers  
are not assigned specific fire-fighting  
duties, let them sing, whistle, play  
games, etc., to keep up morale.

Fire prevention, of course, is the best  
way to avoid loss by fire. But if care-  
ful preparation and planning take  
place, losses will be lessened or elim-  
inated. Help on fire protection plan-  
ning may be obtained from the Na-  
tional Board of Fire Underwriters,  
national youth-work agencies, insur-  
ance agencies, departments of conser-  
vation, State and National Parks and  
Forests organizations as well as local  
fire departments. See the 1953 CAMP  
REFERENCE AND BUYING GUIDE issue  
of CAMPING MAGAZINE for additional  
information on fire prevention and  
protection.

## Camping Chuckles

A MOTHER who hadn't had a  
letter from her camper in three weeks  
was sure something was radically  
wrong and that he wasn't enjoying  
his camping experience. So she put  
through a long-distance telephone call  
to him. After considerable delay her  
breathless young hopeful answered the  
phone, somewhat in this fashion:

"Hello, Mom. What do you want?  
You'll have to hurry 'cause I'm on  
third base!"

—Carol Hulbert, Vt.

ONE OF OUR eight-year-old camp-  
ers was checking over with me the  
birds we had studied. Among them  
were the downy and hairy woodpeck-  
ers. He identified the downy wood-  
pecker without hesitation. But when  
it came to the other he was stumped,  
temporarily. Then, with a big smile:  
"Oh, I know! It must be the uppy  
woodpecker."

Howard Galloway, N. J.

SEND IN your favorite Camping  
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coming issues of Camping Magazine.

—Ed.

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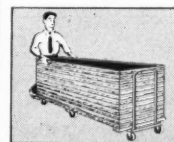
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## Books You'll Want

## To Know About

*A Department Conducted by Prof. Charles Weckwerth, Director of  
Recreation and Camping, Springfield (Mass.) College*

### Education Through School Camping

AUTHORS: Helen Manley and M. F. Drury.

PUBLISHER: C. V. Mosby Co., 3207 Washington Blvd., St. Louis 3, Mo., \$4.50.

REVIEWER: Douglas D. Blocksma, director of pupil personnel, Grand Rapids, Mich., Board of Education.

This book is a down-to earth detailed description of the organization and administration of camps operated by schools for the education of boys and girls. It is not filled with theory and philosophy; rather it is a how-to-do-it book with great detail on curriculum and ways of coordinating the school-room and the camp programs.

There are nine chapters, an appendix

and an index. There is a bibliography at the end of each chapter. Chapter headings include: Planning for a School Camp, Camp Administration, Camp Leadership, The Program at Camp, The Elementary School Camp Curriculum, Camping in University City, Missouri, Secondary School Camp Curriculum and Evaluating the Camping Program.

Helen Manley is director of health and physical education for the University City public schools. M. F. Drury is principal of a University City elementary school.

One of the best features of the book is the detailed description of the University City camping program and of programs conducted by schools of Long Beach, California; Tyler, Texas;

Cleveland Heights, Ohio; San Diego, California; Wood River, Illinois, and camping in Michigan schools. Photographs are well done and they add considerable life to a book.

The book is somewhat lacking in developing the effect of school camp programs on the learning and personal adjustment of pupils. It is not lacking in detailed descriptions of curricular and administrative procedures. There is no doubt that the authors are experienced school campers who have been most perceptive and careful in writing.

This book can be used as a text and as a sourcebook for anyone in any type of camping. School camp administrators will be especially appreciative of the appendix which reproduces actual program schedules, letters to parents, pupil information sheets, organization charts, teacher plan books, equipment lists, evaluation questionnaires, etc. It is an important contribution to the literature on school camping.

### New Games for 'Tween Agers

AUTHOR: Allan A. Macfarlan

PUBLISHER: Association Press, 291 Broadway, New York City 7, \$3.00.

REVIEWER: O. W. Bennett, National Director of Cub Scouting, Boy Scouts of America.

This cannot be classified as just another game book for it has many interesting features which will appeal to the busy leader whether he be preparing a camp program, a field day or a sports day.

The games are classified for age groups and for boys and girls.

The variety of games for indoor and outdoor play is both helpful and instructive. It covers some old favorites, hosts of new games, and new approaches to familiar games.

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Camping Magazine, April, 1953

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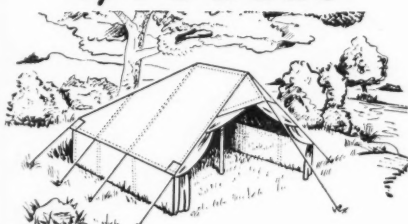
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## Puppets and Marionettes Sculpture

AUTHOR: Roger Lewis.

PUBLISHER: Alfred A. Knopf, 501 Madison Ave., New York City 22, \$1.50 each.

REVIEWER: Arthur J. Lusty, Jr.

Two new books by Roger Lewis. The first on "Puppets and Marionettes," gives a very simple description in bold print ideal for use in camps or family groups. Starting with the making of simple puppets from temporary materials, such as potatoes or apples, to the more permanent lasting puppets which might be a lifetime library. Although the style is primarily written for young children, the detail of such a project would warrant stimulation by adults for completion.

The book is delightful with ideas and possibilities and suggestions. Without getting into the super colossal effects of a large extravanga, the book



also deals with marionettes and simple ways of construction. It does not give suggestions for sources of scripts or plays, which might be utilized—perhaps a book to follow.

"Sculpture" is treated in the same way by the author. Starting with simple tools, suggestions for projects and materials. Pictures of the three dimensions show models to be used and are helpful in outlining the details which go to make up attractive replicas of animals, birds, and flowers. Plaster casting is taken up, but not developed to the extent of why we should do plaster casting. It has limitations.

Carving of other materials is a helpful suggestion. Soap, the more common, and chalk sticks, and candles which widen the scope and materials available to young artists. Additional possibilities along the creative line were egg heads, pipe cleaner figures, and miscellanea. "Sculpture" also needs adult interpretation to sustain interest in the craft.

In speaking for both books, they are ideal for camping purposes and should serve as helpful suggestions to craft counselors.



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## It's Wise To Supervise



A DISCUSSION ON STAFF  
SUPERVISION IN SUMMER CAMPS

COMPILED AND EDITED BY  
ALAN KLEIN,

and  
IRWIN HALADNER,

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## Parent-Counselor Ass'n Aids Growth of Camp

SOMETHING new has been added to camping — at least to camping as it concerns the campers, parents, staff, and directors of Camp Tamakwa. Located in Algonquin Park, Ontario, Camp Tamakwa is a coeducational private camp directed by Lou Handler, Detroit, chairman of ACA's Public Relations Committee.

The Parent-Counselor Association of Camp Tamakwa was formed in the winter of 1951 in order to enable parents to take a more active interest in and to understand more fully the work and goals of camping. According to William Jay Gutterson, father of two Tamakwa campers and one of the instigators of the program, the association has become a clearing ground for suggestions and ideas on how to improve the present standards of the camp in every direction. We are also indebted to Mr. Gutterson for supplying most of the information in this article.

In June, 1952 several of the members of the Association visited the camp during the pre-camp staff training period and participated in a panel discussion with the staff members. The parents felt that they learned a great deal of the work, planning, and skill that goes into a successful camp summer.

The Parent-Counselor Association decided that it should be the link between the parents, counselors and campers. They wrote to other camp parents, telling them of the formation of the association and its desire to contribute constructive ideas and recommendations to the camp directors.

The Association plans to expand its program in 1953 and has adopted for its slogan, "Things may be good and wonderful, but they can always be improved upon." Other camps may do well to consider this method of establishing stronger parent, camper, and counselor relationships and developing a deeper insight on the part of parents of what camps are doing for their children.

Mr. Gutterson states that he believes "that if every camp was to present to its campers' parents the mutual benefits that would be derived from the formation of a Parent-Counselor Association, there would be a sufficient number of parents interested enough to start a Parent-Counselor Assn."

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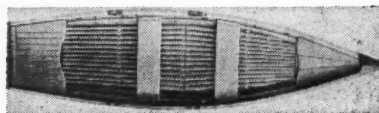
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## MISCELLANEOUS

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# *Alumnae Cabin*

## *Welcome "Oldsters"*

NONE OF US can remember exactly when, where, or how the idea started of having an "alumnae shack" — as it was first called — at Aloha Camp in Vermont. Long ago Mrs. Gulick and some former campers began to dream together of a small building on the camp grounds where returning alumnae might stay, perhaps with friends, husbands, and children. The dream soon grew into a plan, and by 1925 or 1926 the Alumnae had raised over \$300.00, the camp had done the rest, and the Alumnae Shack stood on our lakeside ready for its long career of welcoming Aloha daughters, sons-in-law, kith, kin, and friends.

Its site by the lake was the obvious choice. It is not far from the road and a convenient parking-spot; but is well hidden by trees and shrubbery. It is near but not too near the center of camp; the bugle and sounds of camp gayety invite the visitor to join but are not disturbing. It hangs over the water to give an upper-deck feeling as one sits by the wide front windows; it is closed in at the rear by bushes so that dressing-room, toilet and shower are well secluded. Moreover, it looks to the east across the lake, over the wooded ridges, and on toward the White Mountains, to sunrise and to moonrise.

During the years the building itself has evolved from a shack to a house. For a long time the windows were closed only by great wooden shutters, the running-water was cold, lights were candles or lanterns — conditions primitive but very popular; Eventually, it seemed we should be more tender of a Sunday speaker, of a distinguished guest from a foreign country where camping is not so usual, and even of an old camper with small children, a hotel-habituated husband, or perhaps a slightly dimmed enthusiasm for roughing it! So about six years

ago, we installed casement windows, electric lights, and a blessed hot-water heater. Now, the T-shaped room with its four comfortable beds and brick fireplace, its modern wicker chairs and tables, its gay spreads and covers is most attractive and, we are told, thoroughly livable.

What about the use and value of this Alumnae House? As for the use, besides welcoming a great variety of other guests—and we must mention among these campers from other camps (usually equipped with sleeping-bags for floor use!)—the house often fulfills its original purpose of sheltering old Alohaites. As is the custom elsewhere, our alumnae are invited to spend 24 hours with us as our guests; thereafter to pay a minimum amount for food and lodging. Since the younger ones are likely to be tucked in with older campers on the tent-field, the number that ask for the Alumnae House isn't so large as to make the immediate financial return important.

We are sure, however, that the value of having a special place for the former campers—though intangible—is very great. These old friends come back confident that they will not be "in the way" and that they will be comfortable. They can enter into camp life as and when they choose. Meanwhile, they can discover at leisure what every old camper hopes to find in re-visiting her camp: that over and above all the changes with the times which she sees and approves, the essential spirit is "just the same."

It is such renewed confidence in a camp which gives it continuous growth, one camper-generation after another. The former camper who returns to settle in for a visit of several days and who finds things "the same and better than ever" will—every director hopes—tell others what she has re-discovered; and, since she will be speaking from fresh experience, her testimony will have great value.

*By Helen Matteson*

*Assistant Director, Aloha Camp*